LaGrange, Georgia

Bulletin 1996-97

Communications Directory

For prompt attention, please address inquiries as indicated below:

LaGrange College (general information)* 882-2911
Office of the President 812-7230
Director of Admission (admission, summer school) 812-7260
Director of Alumni Activities (alumni interests and gifts) 812-7245
Vice President for Advancement (bequests and gifts) 812-7257
Vice President and Controller (business matters and expenses). . . 812-7232
Vice President and Dean of the College (education program). . . . 812-7235
Director of Institutional Relations (public relations and news) . . . 812-7246
Director of Student Financial Planning (financial assistance) 812-7249
Dean of Student Development
(student affairs, housing, counseling) 812-7269
Registrar (transcripts, academic reports) 812-7237
Director of Career Planning and Placement (placement) 812-7286
*Area code is 706

Visitors are welcome at LaGrange College throughout the year. The administrative offices in the Quillian Building are open Monday through Friday from 8:15 a.m. to 5:00 p.m. Saturday visits may be arranged by appointment. Visitors desiring interviews with members of the staff are urged to make appointments in advance.

The College information telephone number is (706) 882-2911.
FAX: (706) 884-6567

Mailing address:
LaGrange College
601 Broad St.
LaGrange, Georgia 30240-2999

Directory of e-mail addresses may be accessed through
the college's homepage, http://www.lqc.peachnet.edu

LaGrange College admits qualified students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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LaGrange, Georgia

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CHANGE OF REGULATIONS

The College reserves the right to make modifications in the degree requirements, courses, schedules, calendar, regulations, fees and other changes deemed necessary or conducive to the efficient operation of the College. Such changes become effective as announced by the proper college authorities.

Note: For information, regulations and procedures for graduate study, please see the *Graduate Bulletin*.

Calendar, 1996-97

Fall, 1996

September 3	New faculty assemble
September 4, 5, 6	Faculty and staff Workshops
September 7, 8, 9	Group III: POWER
September 9	Registration for day and night classes
September 10	All classes begin Opening Convocation, 7:00 p.m.
September 13	End drop/add, day and night classes, 5:00 p.m. No refund for individual classes dropped after this date. "I" grades must be changed to permanent grades. Last day for late registration
September 30	Last day to drop a class with an automatic "W"
October 10	Midterm
October 12	Visiting Day for families of new students
October 19	Homecoming
November 12	Last day to drop a class
November 18	Last day of class
November 19	Reading day
November 20, 21, 22, 23	Exams
November 23	Begin term break, 5:00 p.m.
November 26	Grades due

Winter, 1997

January 5	Residence halls open
January 6	Registration for day and night classes
January 7	Classes begin (day and night)
January 10	End drop/add, day and night classes, 5:00 p.m. No refund for individual classes dropped after this date. "I" grades must be changed to permanent grades. Last day for late registration
January 27	Last day to drop a class with an automatic "W"
February 7	Midterm
March 3	Last day to drop a class
March 10	Last day of class
March 11	Reading day

March 12, 13, 14, 15	Exams
March 17-21	Spring break

Spring, 1997

March 23	Residence halls open
March 24	Registration, day and night
March 25	Classes begin
March 28	End drop/add, day and night classes, 12:00 noon. No refund for individual courses dropped after this date. "I" grades must be changed to permanent grades. Last day for late registration Good Friday. Classes end and offices close at noon
March 31	Easter Monday; Faculty Workshop. No day classes; night classes will meet.
April 11	Last day to drop a class with an automatic "W"
April 24	Midterm
April 29-May 3	Community 1997 — Honors Day; Senior Art Show
May 3	May Day; Parents' Day
May 21	Last day to drop a class
May 28	Last day of class
May 29	Reading day
May 30, 31, June 2,3	Exams
June 6	Baccalaureate sermon
June 7	Graduation

About LaGrange College

Purpose

Since 1831 many men and women, sustained by their faith in God and in humankind, have nurtured and promoted LaGrange College. These men and women have studied, taught, administered and given of their resources so that the mission of excellent Christian higher education would be realized at LaGrange College, a college associated with The United Methodist Church since 1856.

The mission of LaGrange College is to provide a liberating academic environment in which students and faculty enjoy the adventure of higher learning. This mission provides a college environment that:

- enables students to discover and value that which is excellent in life;
- produces graduates prepared to accept responsibility in contemporary society; and
- is distinguished by a faith in God and by an understanding of humankind's place in the universe.

This mission of over 150 years has been the basis of the programs at LaGrange College. Today the College continues to seek ways to achieve this mission and fulfill its purpose through the following ten institutional goals:

- by emphasizing undergraduate education with a firm commitment to liberal arts. This is done through the strong general education curriculum and major programs. These major programs are in the liberal arts and sciences as well as other compatible professional areas.
- by offering, where resources permit, academic study in particular areas specifically in response to current community needs. Currently these programs include nursing, graduate business administration, graduate teacher education, and social work.
- by fostering out-of-class enrichment (lectures, plays, exhibits, concerts, interest and honor groups) and extracurricular activities (intramural and intercollegiate athletics, religious organizations and opportunities, service organizations, social organizations and student publications).
- by promoting healthy guided opportunities for physical activities.
- by offering opportunities for inter-cultural experiences in the academic and social programs.
- by striving to maximize student success through a strong academic support system, counseling and placement services.
- by seeking to attract and retain a faculty who are not only highly competent in their disciplines but who also identify with the mission of the College.

• by providing a constructive influence on the local area through contributing intellectual, cultural and social leadership; by offering educational opportunities to area citizens; and by encouraging faculty, staff and student participation in local organizations.

• by recruiting students who, through scholastic achievement and potential as well as personal motivation, have indicated their desire to undertake the LaGrange College program.

• by striving to increase its resources at a rate which preserves the financial well-being of the College, supports existing programs, including Student Aid, and facilitates program development to meet changing needs and to achieve improvements in quality.

Adopted by Faculty, Administration, and Board of Trustees, 1990.

History and Description

The history of LaGrange College is closely associated with the history of the City of LaGrange and Troup County. When the vast tract of land lying between the Flint and Chattahoochee Rivers was secured by the Indian Springs Treaty of 1825 and was opened for settlement in 1827, one of the five counties formed on the western border of the state was named Troup in honor of Governor George Michael Troup.

An act was passed by the Georgia Legislature on December 24, 1827, providing for the selection of a county seat. It was named LaGrange after the country estate of the Marquis de Lafayette, American Revolutionary War hero who had visited the region in 1825 as the guest of Governor Troup. The site for the town of LaGrange was purchased in 1828 and the town was incorporated on December 18, 1828. On December 26, 1831, the charter for the LaGrange Female Academy was granted at the state capitol, then in Milledgeville.

In 1831 Andrew Jackson was president of the United States. Abraham Lincoln was 22 years old. The Creek Indians had been moved out of this area of the state only six years earlier. The only other college in the state was Franklin College, now the University of Georgia.

In 1847 the charter for the school was amended and the school became the LaGrange Female Institute with power to confer degrees. The name was changed to LaGrange Female College in 1851 and in 1934 it was changed to LaGrange College. The college became officially coeducational in 1953.

The first location of the school was in a large white building at what is now 406 Broad Street. The school moved to its present location "On The Hill," the highest geographical point in LaGrange, after the construction of the building now known as Smith Hall in 1842.

The College was sold to the Georgia Conference of the Methodist Episcopal Church South in 1856. Today it is an institution of the North Georgia Conference of The United Methodist Church.

Strong in the liberal arts, LaGrange College has an outstanding reputation in pre-professional programs, including pre-medical and allied fields, pre-law, pre-theology, and engineering.

LaGrange College offers the Bachelor of Arts degree with twenty-one majors, the Bachelor of Business Administration with four concentration areas, the Bachelor of Science degree in three areas and the Bachelor of Science in Nursing degree. The Master of Business Administration degree and the Master of Education degree in Early Childhood and Middle Childhood are offered. The Associate of Arts degree is offered in three areas.

LaGrange College operates on the quarter system. In addition to the day schedule of classes in the fall, winter and spring quarters, there is an evening session. There are also both day and evening sessions in the summer.

The college draws more than half of its student body from Georgia. With students from more than one-third of the states and from several foreign countries, the college has a cosmopolitan and international representation which includes various religious and ethnic backgrounds.

While proud of its heritage, the college continues to add to and improve its curriculum and facilities to meet the needs of its students today. LaGrange College originated the plan for students to complete fall quarter before Thanksgiving and have a 40-day holiday break. Georgia's leader in granting academic credit through the College Level Examination Program, the college also offers travel seminars, field study programs and internships. Students in the college's nursing division receive supervised learning experiences in many area medical facilities. Campus art exhibitions, lectures, concerts, and varsity and intramural sports add to the cultural enrichment and recreational opportunities offered by the college.

The college is located in the town of LaGrange, Georgia, which has a population of 26,000. Nearby are Callaway Gardens, the Warm Springs Foundation and Franklin D. Roosevelt's Little White House. The West Point Dam on the Chattahoochee River provides one of the largest lakes in the region, with waterfronts and marina within the city limits of LaGrange.

Accreditation

As a coeducational, four-year liberal arts college, LaGrange College is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, approved by the United Methodist University Senate, and has membership in the National Association of Independent Colleges and Universities, the National Association of United Methodist Colleges, the Georgia Association of Colleges, The Council of Advancement and Support of Education, the Georgia Foundation for Independent Colleges, and the Association of Private Colleges and Universities in Georgia. The Georgia State Board of Education, which confers professional certificates upon college graduates meeting requirements

in early childhood, middle school, or secondary education, has awarded highest approval to LaGrange College's program of teacher education.

The new Bachelor of Science in Nursing program is designed to meet the National League for Nursing accreditation standards.

The undergraduate and graduate programs in business administration are accredited by the Association of Collegiate Business Schools and Programs.

Sessions of the College

The academic year is divided into three quarters, each of which is about ten weeks long. In the summer, classes meet in an abbreviated session of seven weeks.

Both day and evening classes are available during each of these four terms. The day and evening classes are sessions of the same academic program; however, with the exception of a limited number of majors it is necessary to attend day classes at some time in order to complete degree requirements.

The LaGrange College Campus

William and Evelyn Banks Library

Completed in 1963. A modern academic learning center that provides up-to-date resources to support and enrich the curriculum and to meet informational needs. The library provides more than 125,000 volumes of books, bound periodicals, and multimedia.

The Library is open seven days a week for a total of 77 hours per week, and is staffed by four professionals, three paraprofessionals and part-time assistants, and many student assistants. Group study areas and a seminar room for meetings are available for student and faculty use. The Library is a member of the Southeastern Library Network (SOLINET) and the Central Georgia Associated Libraries Consortium. The library subscribes to the automated information retrieval system DIALOG. This system enhances the library's reference information services.

A service organization, Friends of the LaGrange College Library, supports the library through the awarding of grants to faculty to support the purchase of additional library resources. The group also promotes greater cooperation and communication between the library and the community.

The learning process is enhanced at LaGrange College by the Library's special services to students and faculty. Reading, reference, and interlibrary loan assistance, by professionally trained librarians, is readily available. The microforms collection includes the complete New York Times from 1851 and many other periodicals. The periodical collection in the library includes the Academic Abstracts CD System.

The circulation system is fully automated, giving students and faculty access to the full collection on line. Residence hall rooms along with faculty offices have access through the computer network to the library data base.

The Library has recently expanded its local area CD Network. Through this Network, students and faculty are able to access important reference, research, and Internet sources. Plans are being made to add GALILEO (Georgia State Learning Online) resources to our library's network by fall 1996.

The Irene W. Melson Room, formerly the Special Collections Room, houses many first editions. Also included are the Florence Grogan papers and first editions of outstanding publications of LaGrange College alumni, faculty and students.

The library is named in memory of a former chairman of the LaGrange College Board of Trustees and his wife.

Cason J. Callaway Science Building

Built in 1972. Three-story brick building with latest equipment for instruction in general science, biology, chemistry, math, and physics. Named in memory of a former member of the College's Board of Trustees.

Fuller E. Callaway Student Center

Completed in 1981. Three-story brick building which houses Office of Student Development, student activities and the campus post office. Named in memory of Fuller E. Callaway, local philanthropist.

Warren A. Candler Cottage

Completed in 1929 as a home for college president. Building named in honor of a former Methodist Church Bishop, now deceased. The building houses the Office of Institutional Relations, the LaGrange College Center for Community Studies and the University of Georgia Business Outreach Services.

Lamar Dodd Art Center

Completed in 1982. This building provides a physical environment and the equipment needed for the finest in art instruction, as well as gallery space for the college's outstanding art collection. Named in honor of Lamar Dodd, a Georgia artist who was reared in LaGrange and whose paintings have won international recognition.

Louise Anderson Manget Building

Built in 1959. Contains faculty offices and classrooms. Named in memory of an 1894 graduate of the College who served more than forty years as a medical missionary to Hoochow, China, with her husband, Dr. Fred P. Manget.

Pitts Hall

Completed in 1941. Two-story brick building. Women's dormitory. A major renovation was completed in 1990. Pitts Hall was rededicated in memory of Mr. and Mrs. W.I.H. Pitts and in honor of their daughter, Miss Margaret Adger Pitts, a College trustee. The Pitts are long-time supporters of the College.

Price Theater

Completed in 1975. Dramatic arts building with a 280-seat auditorium that has the latest acoustical concepts. Building houses classrooms for the Department of Theater Arts and ballet instruction, faculty offices, scenery workshop, dressing rooms, costume room and actors lounge. Named in memory of Lewis Price, a long-time member of the College's Board of Trustees.

Quillian Building

Built in 1949. Now houses administrative offices — president, academic dean, registrar, business manager, and the Waights G. Henry, Jr. Collection

on the Marquis de Lafayette. Named in memory of a former president, Hubert T. Quillian, who served from 1938-1948.

Smith Hall

Oldest building on the campus. The main portion of the building was constructed in 1842 of handmade brick formed from native clay. Addition was built in 1887. Major renovation was completed in 1989 at a cost of over $2.5 million. Ready for the 21st century, the building now houses offices, classrooms and seminar rooms for the departments of business administration, computer science, history and social work, as well as administrative offices — admission, advancement, alumni activities, financial planning, evening studies, the College's computer center and campus bookstore.

Named in memory of Mrs. Oreon Smith, wife of a former president of the College, Rufus W. Smith, who served from 1885 until his death in 1915. The building is on the National Register of Historic Places.

Sunny Gables

Built in 1926 and purchased by LaGrange College in 1973 as headquarters for the College's Nursing Division. The handsome English Tudor building is located at 910 Broad Street.

The Chapel

Built in 1965. The materials used link it with Christian worship in LaGrange and other parts of the world and include two stained glass windows made in Belgium more than 100 years ago; a stone from the temple of Apollo at Corinth, Greece; a stone from the Benedictine Monastery, Iona, Scotland; a stone from St. George's Chapel, Windsor, England. Regular worship services are held when the College is in session.

J.K. Boatwright Hall

Completed in 1962. Three-story brick building. Men's dormitory. Named in memory of long-time member of the College's Board of Trustees and chairman of the board's executive committee from 1956-1962.

Hawkes Hall

Completed in 1911. The four-story brick building is named in memory of Mrs. Harriet Hawkes, mother of College benefactor, the late A.K. Hawkes. After a major renovation costing $1.4 million, the building houses women students on second, third and fourth floors. Faculty offices and classrooms for the Education Department occupy the ground floor. The College's Day Clinic is on the second floor.

Waights G. Henry, Jr. Residence Hall

Completed in 1970. Five-story brick building. Student dormitory. Building named in honor of Dr. Waights G. Henry, Jr. (now deceased), who

served as president of the College from 1948-1978, and as chancellor from 1978 until his death in 1989.

William H. Turner, Jr. Hall

Built in 1958. Three-story brick building. Women's dormitory. Named in memory of William H. Turner, Jr., a textile executive of LaGrange who was a benefactor of the College, a long-time member of the College's Board of Trustees and chairman of the board's executive committee from 1929-1950.

Alfred Mariotti Gymnasium

Built in 1959. Houses physical education classrooms and facilities for indoor athletics. Named in memory of Coach Alfred Mariotti, College's basketball coach from 1962-1974 and member of the faculty until his retirement in 1979.

Dining Hall

Completed in 1962. Two-story brick building that houses dining area and kitchen. Headquarters for maintenance department on lower level.

Callaway Campus

Acquired by the College in 1992 as a gift from Callaway Foundation, Inc. Campus includes three buildings of brick and concrete construction. Callaway Foundation, Inc. donated funds to build a state-of-the-art lighted soccer field in 1995. The Callaway Campus also includes softball fields.

Callaway Auditorium

Built in 1941. Building provides space for approximately 2,200 spectators. It contains a 30- by 46-foot center elevated stage, a basketball court, concession area with full kitchen, and meeting rooms.

Charles D. Hudson Natatorium

Swimming pool was constructed in 1947 as an oversized pool with dimensions of 80 feet by 150 feet. Calla-Cabana and bathhouse building were built in 1956. The oversized pool has been divided into an outdoor pool and a natatorium. The Calla-Cabana and bathhouse have recently been renovated. The complex is now equipped for a year-round aquatics program.

Callaway Educational Building

Built in 1965 and renovated in 1994, the building houses the Music Department, Offices of Intercollegiate and Intramural Athletics, and Offices of the Department of Health, Physical Education and Recreation. The facility includes state-of-the-art electronic music equipment, a recording studio, a fitness center, a gymnasium, and faculty offices.

Other Resources

Information Technology

In 1991, LaGrange College became committed to creating a fiber-optic network of mini-computers that would allow students and faculty to access the network anywhere on campus, including residence hall rooms. Since 1994, the number of computer laboratories has grown from seven to 12. Students can access World Wide Web from virtually any site on campus to find information ranging from stock prices to Russian recipes. Specific details regarding the technological environment at LaGrange College can be found in the Information Technology section of this *Bulletin*. Future technological direction on campus includes the addition of more interactive multimedia learning environments.

Admission

It is the aim of LaGrange College to admit those students who demonstrate that they can benefit from a liberal arts education. In the selection of students, careful attention is given to the academic ability of each candidate.

PROCEDURE FOR APPLYING FOR ADMISSION

An application for admission should be submitted when the student decides he or she would like to attend LaGrange College. The application should be completed at least one month prior to the beginning of the quarter in which the entrance is desired. Applicants may enroll any quarter.

Admission Documents Required

Freshmen
1. Application form
2. Application fee
3. Official High school transcript

Transfers
1. Application form
2. Application fee
3. Official Transcripts of all previous college work (transfers with fewer than 45 quarter hours earned must also submit high school transcripts)

In order to be considered an *official* document, a transcript should be submitted in a sealed envelope and mailed directly to LaGrange College from the host institution. A hand-delivered transcript must also arrive in a sealed envelope. Photocopied or faxed transcripts cannot be considered official.

Once all required documents have been submitted, a *minimum* of two to three weeks is required to complete the processing of an application. An applicant will be notified as soon as the Admission Committee has reached a decision. A student's acceptance is tentative, pending satisfactory completion of such work before acceptance is final.

Once an offer of admission is extended, the candidate is asked to accept that offer by submitting an admission deposit. The amount of this deposit is $150 for students who will live on campus, or $50 for students who will live at home. The $50 deposit will remain on the student's account as a credit toward the first quarter's tuition. For resident students, the additional $100 will serve as a room reservation deposit and will reserve the student's room while the student is not occupying college housing. The admission deposit is fully refundable, provided the student submits a written request to the Office of Admission by the following dates: July 15 for Fall Quarter, December 15 for Winter Quarter, March 15 for Spring Quarter.

The room reservation deposit is refundable if the student withdraws or when the student graduates, provided there are no charges against the student at that time.

Students interested in LaGrange College are invited to visit the campus and may schedule an appointment by contacting the Admission Office. The telephone number is 706/812-7260. The email address is *pdodson@mentor.lgc.peachnet.edu.*

ACADEMIC ADMISSION REQUIREMENTS

Admission to the Freshman Class. Prior to enrolling, an applicant is expected to complete requirements for graduation from an approved high school.

A total of 15 units is required with a minimum of 11 units within the following areas:

English	4
Social Studies	3
Mathematics	2
Science	2

LaGrange College students come from a diversity of public and private secondary school backgrounds. Preference is given to applicants who have had strong academic preparation in high school. A typical matriculant will have completed:

English	4
Social Studies	3
College Preparatory Mathematics (Algebra, Geometry, Trigonometry, etc.)	3
Science	3
Foreign Language	2

Desirable electives include additional units of Language, Mathematics, or Science. A basic understanding of Computer Science is also encouraged.

Scores from either the SAT (administered by the College Entrance Examination Board) or ACT (administered by the American College Testing Program) are required of all freshman applicants. Test results should normally be sent to LaGrange College in November, December, or January of the last year in high school.

Mature students with an irregular educational background may qualify for admission by achieving satisfactory scores on the tests of General Educational Development, High School Level. These students may also waive the SAT/ACT requirement.

LaGrange College predicts a student's grade point average using a formula which takes into account verbal and math scores on the SAT and the student's high school grade point average. Students are admitted as "clear

accept" if they are predicted to be successful in the academic programs of LaGrange College.

Clear Accept: The majority of LaGrange College students are accepted under the clear accept category.

Early Admission: Early admission is possible for students who will have completed the junior year of high school. To qualify, a student must have a B+ or better high school average in his academic courses, have ten of the eleven prescribed units, and have a total of fifteen units. Also to qualify, a student must have a minimum score on the College Board SAT of 1050 combined or a composite score of 25 on the ACT. A minimum of 500 on the Verbal SAT or a minimum of 24 in the English subject area of the ACT is desirable. An interview is required of all early admission students.

Joint Enrollment: LaGrange College encourages qualified eleventh and twelfth grade students to consider simultaneous enrollment in LaGrange College and their High School. Requirements for joint enrollment include the endorsement of the student's principal or Head of School, SAT scores, other test scores, and a high school average that indicates that the student will be successful in joint enrollment and a completed application.

Provisional Admission: This program is for applicants who are unable to qualify for clear-accept admission to LaGrange College, but who appear to have the potential to succeed. All courses taken are for full credit. Students in this program must earn a grade point average of 1.6 during the first quarter of college work. Further information is available from the Director of Admission.

Transfer Students: A student who has been in attendance at another institution may apply for transfer to LaGrange College if he or she is eligible to return to that institution at the time of entry to LaGrange College. A student may be accepted on probation under the standard probation regulations. All records including transcripts of all college work attempted, must be complete before the student is admitted to LaGrange College. Applicants may enroll at the beginning of any quarter. LaGrange College does not accept D grades. Acceptable credit from a junior college is limited to 100 quarter hours. Credits from senior colleges beyond 145 quarter hours may be accepted, but the LaGrange College residency requirements, the general education curriculum, and appropriate major coursework must be satisfied. Members of Phi Theta Kappa may qualify for academic scholarships reserved for members of this honorary society. Transfer students who have attempted any developmental-level coursework must show evidence of successfully exiting all developmental-level courses prior to being evaluated by the Admission Committee.

LaGrange College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and, accordingly, accepts coursework from similarly regionally accredited colleges and universities.

Transient Students: Students currently enrolled in good standing at another college, may enroll at LaGrange College as transient students. Approval of course work must be authorized by the primary institution on the Application for Transient Status which is available in the Admission Office.

Non-degree Undergraduate Students: Students not working toward a degree may register as non-degree undergraduate students in any course for which they have the necessary prerequisites. An application for non-degree undergraduate student status may be obtained through the Admission Office. Students classified as non-degree undergraduate students may become regular students by meeting requirements for regular admission. No more than ten credit hours earned under this classification may be applied toward a degree.

Readmission Students: Following an absence from LaGrange College of four or more quarters during the academic year, any student who decides to return must submit an Application for Readmission. This form is available in the Admission Office. Students who have been absent from LaGrange College for three quarters or less may re-activate their file in the Registrar's Office. These students do not need to apply for readmission.

In the event that a student seeking readmission has attended another institution as a transfer (not transient) then that student when readmitted is treated as a new transfer student and is subject to the Bulletin in force at the time of transfer back to LaGrange. On the other hand, students who have not attended another institution are generally governed by the catalog in force at the time of their initial admission. An exception is that students who have been out of school for four calendar years or more re-enter under the Bulletin in force at the time of readmission and resumption of study.

International Students: Admission as an international student requires a TOEFL examination with a minimum score of 500 for students for whom English is not their first language. Documentation of completion of the 109 level from one of the ELS Language Centers may be substituted for the TOEFL requirement. Also required are translated and certified documents attesting to academic performances in secondary school and university, if applicable. The Director of Admission should be contacted for the current interpretation of the regulations concerning obtaining a student visa. If the prospective student is in the United States, an interview at the college is desirable and may often be substituted for a TOEFL score.

International students must also submit official documents certifying their ability to pay for the cost of one full year of study at LaGrange College. These documents include (1) A bank letter, signed by a bank official, certifying that the student's family has sufficient funding on deposit to cover all costs relating to one year of study at LaGrange College; **and** (2) a financial support letter indicating the parents' ability and willingness to cover all costs relating to one year of study at LaGrange College.

International students who do not present official scores on the TOEFL at or above 500, but who have been accepted for admission on the basis of extraordinary potential evidenced in their other documents and materials, will be accepted to study English for Speakers of Other Languages (ESOL). Placement will be done by individual testing for which an additional fee may be assessed.

The above information must be submitted before an application will be evaluated by the Admission Committee.

Financial Information

Payment of Charges

All charges for the quarter are due and payable at registration, and each student is expected to pay at that time.

Students who pre-register and pay in advance of the deadline each quarter are not required to attend final registration.

LaGrange College has no plan for making monthly or deferred payments. Realizing that some families prefer to pay charges on a monthly basis, the College has made arrangements with Academic Management Services to offer interested parents this type service. The plan is an agreement between the parent and the company; there is no involvement by LaGrange College in the agreement. For additional information, contact the Director of Financial Aid.

Expenses

1. Admission	
Application for Admission (not refundable)	$ 20.00
2. Tuition	
A. (1) (undergraduate) — per quarter hour	174.00
(2) Normal Load (17 Hrs.), per quarter	2958.00
(3) Nursing (NSG) Courses — per quarter hour	194.00
(4) Graduate (MBA, MED) Courses — per quarter hour	194.00
B. Private Lesson Fees (in addition to tuition charge)	
Piano — (2 hrs. credit) per quarter	200.00
Voice — (2 hrs. credit) per quarter*	200.00
Guitar — (2 hrs. credit) per quarter	200.00
C. General Fees — Required for Every Student Enrolled (not refundable)	
(1) less than 12 hours	40.00
(2) 12 hours and over	80.00
D. Course Fees — Select Courses (not refundable)	
Science Lab	70.00
Nursing Lab, per lab credit hour	20.00
English 010	220.00

***Students enrolled in MUS 208B may take MUS 240 without tuition.**

E. Summer Quarter
Summer Quarter charges are listed in the Summer Quarter brochure. Students may write for information regarding offerings and charges.

F. Audit (per quarter hour) $ 60.00
All requests for audit courses must be approved by the instructor and Academic Dean. No freshman student may audit any course during his first quarter at LaGrange College.

3. Room and Board (per quarter) — Henry, Pitts and Hawkes 1360.00
Boatwright and Turner 1330.00

(Note: All students living in dormitories are required to pay room and board.)

4. Private rooms are available at additional charge: 250.00

After the beginning of the quarter any student occupying a double room alone will be charged single rates. If a student occupying a double room alone does not wish to pay the private room rate, it is that student's responsibility to find a suitable roommate. Willingness to accept a roommate will not constitute grounds for waiving the single room charge.

5. Fees — Miscellaneous

Graduation (Regardless of Participation) Undergraduate	40.00
Graduate	80.00
Late Registration	20.00
Personal checks/credit cards failing to clear	15.00
Student Identification Card Replacement Fee	5.00
Documents Fee (International Students)	175.00
Parking Permit	15.00
Testing Fee (All New Students)	60.00
Room Deposit (refundable)	100.00
Admission Deposit (New Students)	50.00

Summary of Standard Charge

Non-Dormitory Students:	**Per Quarter**	**Per Year**
Tuition, Undergrad., Non-Nursing	$2958.00	$8874.00
General Fees	80.00	240.00
	3038.00	9114.00

Dormitory Students	**Pitts Hawkes Henry**	**Boatwright and Turner**	
Tuition	2958.00	2958.00	8874.00
General Fees	80.00	80.00	240.00
Room and Board	1360.00	1330.00	3990.00
	4398.00	4368.00	13104.00

All LaGrange College undergraduate degree-seeking students taking 12 hours or more who have been residents of the state of Georgia for 12 consecutive months are eligible to receive a tuition equalization grant regardless of need. The amount of this grant for 1995-96 is expected to be $1000.

In addition, those Georgia students who are entering Freshmen as Hope scholars (B or better high school grade average) will receive a $3000 academic scholarship grant from the Georgia Hope Scholarship* program as long as they maintain a "B or better" average. Those students previously enrolled will continue to receive the $1500 Hope grant until they graduate or until July 1, 1999, whichever occurs first and regardless of their grade point average.

State of Georgia Tuition grants *MUST* be applied for at registration in order to be processed within the time limit set by the State. Failure to apply on time means the student will not receive the State Tuition Grant and will personally have to pay the amount of the grant.

*** Under the State of Georgia guidelines a cumulative grade point average of 3.0 (B) is required to maintain eligibility for the HOPE Scholarship. A cumulative grade point average of 2.7 - 2.99 (B–) does not qualify.**

Depending on individual requirements, a student may expect to spend $750.00 to $1000.00 per year for books and personal expenses.

The above charges are applicable to an academic year of three quarters duration.

Summer Quarter costs and curriculum are available in a separate bulletin.

Nursing students should consult with the Nursing Division concerning required nursing supplies and their projected costs.

All students must present proof of health insurance at the time of registration. If the student has no insurance, the college will make a charge for limited coverage group sickness and accident insurance.

Transcripts of grades are withheld for any student who has a financial obligation to LaGrange College.

Refund and Repayment Policies

Refund Policies

No refund of any nature will be made to any student who is suspended or dismissed for disciplinary reasons.

No refund will be made for courses dropped after dates established by the school calendar.

Refunds will be processed within 10 days of notification of official withdrawal.

A student considering a complete withdrawal should first see Associate Dean of Retention in the Office of Student Development to begin the withdrawal process. The student should also consult the Office of Student Financial Planning and the Business Office to determine the financial consequences of a complete withdrawal.

Refund Policies — Tuition and Fees

In the event of complete withdrawal from college after registration, refunds will be made on the following basis:

- 100% refund of tuition charges and fee charges if the student withdraws before the end of the drop/add period
- 90% refund of tuition charges if the student withdraws within 10% (in time) of the enrollment period following the end of the drop/add period
- 50% refund of tuition charges if the student withdraws between 10% and 25% (in time) of the enrollment period following the end of the drop/add period

The enrollment period is counted as the length of time from the first day of classes to the last day of classes.

Refund Policies — Room and Board

There is no refund of the room deposit if the student does not enroll.

No refund of room or board will be made if a student withdraws from the dormitory after registration.

In the event of complete withdrawal from college, there is no refund of room charges. The charge for board will be at the rate of $15.00 per day from the date of final registration.

Refund Policies for Students Receiving Financial Aid

LaGrange College does not advance any funds to students prior to the date of final registration.

A separate refund policy exists for new, first quarter students (freshmen and transfers) who receive Title IV federal financial assistance. Information is available in the Financial Planning Office.

Georgia residents receiving credit for the Tuition Equalization Grant and the HOPE Grant must be continuously enrolled for 14 days beyond drop/add to be eligible for these funds. Course drops reducing the course-load below 12 hours will result in the loss of these grants.

Financial aid is considered to be used for direct educational costs — tuition, fees, books, room and board. Therefore, if a student withdraws and is scheduled to receive a refund, funds will be returned to the appropriate program(s) from which the student received funds. The balance will be refunded to the student.

A student will not receive a refund until all financial aid programs have been reimbursed. Refunds will be returned in the order indicated in the "Allocation Policy" below:

1st to Unsubsidized Federal Stafford Loan Program
2nd to Subsidized Federal Stafford Loan Program
3rd to Federal PLUS Program
4th to Unsubsidized Federal Direct Stafford Loan Program
5th to Subsidized Federal Direct Stafford Loan Program
6th to Federal Direct PLUS Program
7th to Federal Perkins Loan Program
8th to Federal Pell Grant Program
9th to Federal SEOG Program
10th to other Title IV Programs
11th to other federal, state, private or institutional assistance programs
12th to the student

Repayment Policy

Students who receive cash disbursements after registration for that enrollment period will be assessed liability for repayment of the appropriate percentage of the refund due the Title IV programs upon withdrawal, expulsion, or suspension.

Students who receive cash disbursements that are attributable to Federal Pell, SEOG, Perkins Loan, or SSIG programs may owe a repayment of these funds to LaGrange College to prevent an overpayment. A student who owes a repayment will be deemed ineligible for any financial assistance from any source until the student has resolved the overpayment. Repayments will be allocated to the student aid programs in the following order: Federal Perkins Loan, Pell Grant, SEOG, other Title IV programs, and then to the institution.

Financial Planning

Philosophy

LaGrange College believes that the student and family should contribute to the educational expenses of attending college to the extent of their ability to do so. When family resources do not meet the total costs of attending this institution, a financial need is established. We, at LaGrange College, will do all we can to assist you in meeting that need. The student should be prepared to assume a measure of responsibility through limited work or through borrowing a reasonable portion of any financial need. Foreign students are not eligible for scholarships or financial aid unless they hold permanent residency status. All aid is awarded without regard to race, sex, sexual preference, creed, color or national origin.

General Information

Financial need is the difference between the total educational costs and the amount the family can contribute. The family contribution is determined by using a standard need analysis form. The Free Application for Federal Student Aid (FAFSA) or Renewal Application are the preferred need analysis documents. The Free Application for Federal Student Aid or Renewal Application must be completed by all students and allows the applicant to apply for federal, institutional, and state programs.

Applicants for financial assistance need not be accepted for admission to apply. However, the student must be accepted for enrollment before an ***official*** aid award can be made. **Financial aid awards are made for each academic year. Therefore, students must complete a need analysis each year.**

Procedure for Applying for Financial Aid

1. Apply for admission to the college through the Admission Office.
2. Submit the FAFSA or Renewal Application to the processor for processing as soon as possible after January 1. The FAFSA may be obtained from high school counselors or the Office of Student Financial Planning at the College. Students who applied for financial assistance in the previous award year will receive a Renewal Application from the central processor or the Office of Student Financial Planning. Students whose financial aid file is completed by June 1st get preference for aid. Students completing files after that deadline will receive grant assistance if funds are available.
3. Submit the LaGrange College Financial Aid Application to the Office of Student Financial Planning. This form is available upon request.

4. Complete and submit the Georgia Student Grant Application for the Georgia Tuition Equalization Grant and HOPE Grant programs to the Office of Student Financial Planning. This form is available only at private colleges in Georgia.
5. Transfer students requesting assistance must submit a Financial Aid Transcript (FAT) from all post-secondary institutions previously attended whether or not financial assistance was received. These forms may be obtained by contacting the Office of Student Financial Planning or the institutions previously attended.

Determination of Eligibility for Need-Based Assistance

The College annually calculates a cost of attendance budget which is composed of tuition and fees, room and board, books and supplies, transportation and miscellaneous expenses. The expected family contribution, (EFC) as determined by the processed need analysis document, is deducted from the appropriate budget to determine unmet need. The Office of Student Financial Planning then prepares a financial aid award to cover as much of the student's unmet need as possible. Funds are awarded to students as their financial aid file are completed.

Budgets for 96-97:

Dependent undergraduates residing in the dormitories/off-campus	15,087
Dependent undergraduates residing with parents	13,022
Independent undergraduates residing off-campus	18,492
Dependent nursing students residing in the dormitories/off-campus	17,357
Dependent nursing student residing with parents	15,292
Independent nursing students residing off-campus	20,762
Graduate students residing in the dormitories/off campus	12,110
Graduate students residing with parents	10,045
Graduate students residing off-campus	15,515

Student Eligibility

In general, to be eligible for student financial assistance you must:

A. be a U.S. citizen or permanent resident of the United States.
B. be accepted for admission or currently enrolled in an approved degree-seeking program at the College.
C. be making satisfactory academic progress toward the completion of your course of study according to the "Academic Probation Regulations" and "Satisfactory Academic Progress" policies published in the LaGrange College Bulletin.

D. not be in default on any loan, or have made satisfactory arrangements to repay any defaulted loan.
E. not owe a refund on any grant or loan at any institution.
F. not have borrowed in excess of the loan limits under the Title IV programs at any institution.
G. be registered with Selective Service, if required.

Student Financial Aid Policy

Each year the Office of Student Financial Planning receives more requests for financial assistance than funds are available. First priority for assistance goes to eligible students who are in pursuit of the first baccalaureate degree. Students who are enrolled less than half-time are eligible for assistance. Special students (those not enrolled in a degree seeking program), transient students and unclassified graduate students are not eligible for any type of assistance.

Students who receive aid awarded by the College during the academic year will be given preference for summer awards contingent upon availability of funds.

Students who receive academic scholarships are **not** required to complete a "need analysis" document although all students are encouraged to do so.

All undergraduate Georgia residents enrolled full-time **must** apply for the Georgia Tuition Equalization Grant and HOPE Grant.

Any aid that a student receives or expects to receive from any outside source **must** be reported to the Office of Student Financial Planning. This includes scholarships, grants, and loans. The receipt of such aid may result in a reduction, cancellation, and/or repayment of your need based assistance.

Responsibilities of Financial Aid Recipients

1. You **must** get a campus post office box (there is no charge) and check it often.
2. You **must** let the Office of Student Financial Planning know any time that you drop classes, or fail to enroll as a full time student (12 or more hours).
3. You **must** notify the Office of Student Financial Planning any time you change your living arrangements from that which you designated on the need analysis document you originally filed (if you move home, move on campus, or if you move elsewhere).
4. You **must** notify the Office of Student Financial Planning of changes in your household size and number in post-secondary institutions at any time during the award year when said changes occur.
5. You **must** notify the Office of Financial Planning if you plan to withdraw from school or transfer.

6. You **must** complete an exit interview for Federal Family Education and Federal Perkins Loan Programs prior to graduation, withdrawal, or transferring.
7. You **must** provide in a timely manner any additional information requested by the Office of Student Financial Planning.
8. You **must** make satisfactory academic progress to maintain eligibility for financial assistance.

Satisfactory Academic Progress Policy

The United States Department of Education requires that a student be maintaining satisfactory academic progress in their course of study to receive any Title IV financial aid. Satisfactory academic progress means the student is progressing in a positive manner consistent with fulfilling their degree or certification requirements. Satisfactory progress is evaluated throughout the course of study. Satisfactory academic progress is measured by three criteria: qualitative—grade point average, quantitative—hours earned, and time frame—the maximum allowable attempted hours.

Federal and State programs subject to the Satisfactory Academic Progress Policy are Title IV programs—Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal College Work Study, Federal Perkins Loan, Federal Stafford Loans, Federal PLUS loans; and State programs—State Student Incentive Grant, State Tuition Equalization Grant, HOPE Grant, HOPE Scholarship* and State Sponsored loans.

***Under the State of Georgia guidelines a cumulative grade point average of 3.0 (B) is required to maintain eligibility for the HOPE Scholarship. A cumulative grade point average of 2.7-2.99 (B–) does not qualify.**

Qualitative

The minimum academic progress requirements for all students are those academic standards imposed by LaGrange College as stated in the LaGrange College Bulletin section titled "Academic Standing Probation Regulations." Academic probation or suspension is the same for enrollment as for financial aid eligibility. The Dean of the College monitors this part of the Satisfactory Academic Progress Policy quarterly.

Federal regulations require a student to have a 2.0 cumulative grade point average at the end of the second year (regardless of course load) or that which is consistent with the institution's policy governing academic progress. LaGrange College's policy is as follows:

Attempted Hours	Required Minimum Cumulative Average
0 - 44.9	1.65
45 - 89.9	1.75
90 - 134.9	1.85
135 and above	2.00

The policy of the institution will be used to assess satisfactory academic progress.

Quantitative

A student accepting aid from any of the federal or state programs listed above **must** earn at least the following number of cumulative earned credits:

Hours * Attempted	Required Minimum Cumulative Earned Credits
45	30
90	65
135	100
180	135
225	170
270	195

* Attempted hours, earned hours, and grade point average are based on course work at LaGrange College.

Students that drop courses, withdraw frequently, fail courses, repeat courses, take courses not related to their degree objective, or change majors should be cautioned that the maximum time frame or lifetime Federal Stafford loan limits are not exhausted before completing their degree.

Time Frame

Students pursuing an undergraduate degree have a maximum time frame of 270 attempted hours. Students who fail to complete their degree requirements within the time frame will have eligibility for financial assistance. Students working on a dual or second undergraduate degree will have an additional 90 hours to complete degree requirements. The maximum time frame for completing a Masters degree is 90 attempted hours.

Transfer credits accepted by LaGrange College will be considered in the time frame component of the Satisfactory Academic Progress Policy. However, those credits will not be considered in calculating grade point average or hours earned.

Evaluation

To maintain eligibility for Title IV federal or state programs, a student must meet all three (3) criteria specified: grade point average, hours earned, and the 270-attempted-hours time frame.

The grade point average requirement, which is the same as the academic probation policy of the institution, is monitored by the Dean of the College each quarter. Once the determination of enrollment eligibility is assessed, the Dean of the College follows with a memo to the Office of Student Financial Planning indicating those students who have been suspended. If a student is allowed to continue enrollment on probation, he/she maintains eligibility for financial aid; if he/she is suspended from enrollment, future eligibility for financial aid is terminated.

The time frame and hours earned components of the policy are monitored by the Director of the Office of Student Financial Planning utilizing the academic records of the College to insure that the student has earned the required number of hours when compared against hours attempted. These criteria are evaluated quarterly.

Students who do not earn the required number of hours or who exceed the time frame will have all sources of federal, state, and institutional assistance terminated at the time that such determination has been made.

Students who have their financial aid terminated may have their aid reinstated pending approval by the Student Financial Planning Appeals Committee and the availability of funds at the time.

Appeals

A student may appeal the denial of aid except for time frame if mitigating circumstances have occurred. This appeal should be submitted in writing to the Director of the Office of Student Financial Planning who will submit the appeal to the Financial Aid Appeals Committee. This letter should include (a) reason for failure to meet the minimum academic requirements and (b) how the deficiency will be resolved. The Committee shall convene within two weeks of the date of receipt of the written appeal and shall inform the Director of its decision in writing. The Director will then inform the student of the decision within one week of the hearing.

The Financial Aid Appeals Committee may require specific terms for reinstatement of eligibility that may include a student's paying his/her own expenses for a specified time or for a specified number of hours. Any special terms for readmission to the College will also play a part in reestablishing eligibility. It will be the responsibility of the student to notify the Financial Planning Office once any special requirements have been met.

Federal Tax Law

The Tax Reform Act of 1986 contained provisions regarding the federal income tax treatment of scholarships and grants. If a student receives scholarships or grants from LaGrange College or any other source, that student should be aware of the following:

Under the law, only *qualified scholarships or grants* may be excluded from the recipient's gross income.

Qualified scholarships or grants are amounts awarded to degree-seeking candidates and used for tuition, required fees, books, supplies and equipment required for courses of instruction. If the award specifies that any portion of the scholarship or fellowship may not be used for these described expenses or if it designates any portion of the award for purposes other than those expenses just described (room, board, transportation, or living expenses), those designated amounts are not qualified scholarships or

grants. Awards in excess of the described expenses are to be included in the recipient's gross income (an unearned income).

Included within the definition of scholarships and grants and thus possibly subject to taxation, are scholarships and grants awarded on the basis of academic merit, talent, financial need or any other factors; state and federal grants, including Pell Grant; athletic grant-in-aid; and tuition remissions or reductions (resident assistant grant). Awards may come from LaGrange College, from state or federal agencies, or from private organizations.

Any cost related to room and board for which the student receives financial aid in the form of a grant or scholarship will be fully taxable. Resident Assistant and Sims Scholarship recipients will be affected by these provisions.

It is important that the student keep copies of documents which will establish the amounts of scholarships and the amount paid for tuition, required fees, books, supplies and course-related equipment. Records might include award letter from the Office of Student Financial Planning, check stubs from scholarships, charge sheets from registration, receipts from the Business Office and receipts for the purchase of books, supplies and equipment.

Neither LaGrange College nor any other awarding agency is required to report scholarships or grants to the Internal Revenue Service; reporting of such income for tax purposes is the sole responsibility of the recipient.

Estimated Tax

The grantor of a grant or scholarship *does not* withhold taxes. With no withholding the student **may** be liable for the payment of estimated taxes. Generally, you must make estimated tax payments if your estimated tax payment will be $550 or more for the tax year. If you do not pay enough estimated tax you may have to pay a penalty.

This information is not intended as tax advice and the student is encouraged to seek the assistance of a tax advisor.

For more information pertaining to the taxability of grants and scholarships the student may wish to order publication 520 from the Internal Revenue Service. The address is P.O. Box 25866, Richmond, VA 23289.

Verification of Financial Aid Application Data

Verification is the process by which the Office of Student Financial Planning reviews reported application data against appropriate documents utilized to complete the Free Application for Federal Student Aid (FAFSA) or Renewal form to determine the accuracy of the application.

Federal regulations require verification of at least 30% of the applications received. A federal edit system determines those applications which should be verified. The Office of Student Financial Planning reserves the right to verify any application not selected by the edit system.

No financial aid award will be made nor loan application certified until the verification process has been completed.

Documents That May Be Required

1. Federal tax returns for both the student and the parent for the previous tax year (W-2 forms issued by employers are not tax returns).
2. Year-end documents or written certification issued by the Social Security Administration regarding annual amount of benefits paid to a household.
3. Divorce decrees or proof of legal separation for married students.
4. Documents showing the amount of child support received in the household of a divorced or separated student or parent.
5. Documents showing the amount of child support paid out for other households in cases of divorce or separation.
6. A list of family members including age and post-secondary institution of each family member of the applicant.
7. Any source of income not reported on the tax return.
8. Benefits paid from the Department of Family and Children Services for aid to families of dependent children.
9. A notarized statement that no tax return was filed and that no income from work was earned.

Deadlines for Submitting Verification Documents

The Office of Student Financial Planning will notify the applicant, upon receiving the processed need analysis, of verification requirements. Applicants selected for verification will receive a maximum of four letters requesting additional information with 10 days to respond to each request. If , after four notices, the applicant fails to respond, the application will be archived until the applicant submits the requested documentation. If no additional documents are required, the applicant will receive an official award notification.

Correction of Need Analysis Data

If errors are detected during the verification process, the errors will be corrected electronically with the central processor by the Office of Student Financial Planning. The applicant will receive a copy of the revised Student Aid Report reflecting the updated data.

Disbursement of Financial Aid Funds

All financial aid funds are credited to the student's account. Only students who are registered for classes are eligible for disbursement. For the purpose of prepayment, students who preregister for a subsequent quarter will receive credit for institutional and state aid as early as 45 days before

the start of the term. Federal grants and loans are credited no earlier than 10 days before the start of classes.

Most Federal Family Education Loan Programs — Federal Subsidized Stafford, Federal Unsubsidized Stafford, and PLUS — are disbursed by Electronic Funds Transfer (EFT). Loan proceeds disbursed in this manner are directly credited to the borrower's student account if all eligibility requirements are met. Stafford loans disbursed by check are held in the Business Office for endorsement. The borrower must present a picture ID and sign a check release form certifying eligibility before the loan disbursement will be made. Borrowers have 45 days to retrieve their loan proceeds. Loans not disbursed within this time frame will be returned to the borrower's lender. First time borrowers of Federal Stafford and Federal Perkins loans are required to complete entrance counseling prior to disbursement. First year borrowers are also subject to a 30 day delayed disbursement requirement. Borrowers who withdraw or otherwise lose eligibility before the delayed disbursement requirement is met will forfeit eligibility for the disbursement.

PLUS loan proceeds disbursed by EFT are credited to the account of the student on whose behalf the loan was made. Loans disbursed by check, usually co-payable, are sent by certified mail to the borrower for endorsement along with an options form for disposition of residual funds. LaGrange College does not provide the initial endorsement.

Payroll checks for Federal Work Study and LaGrange College Work Aid programs are issued on the 10th day of the month. Students who submit time sheets will receive their payroll checks by way of their campus post office boxes. Exception: a student who owes a balance must collect his check in the Business Office.

Suspected Fraud

Institutions are required to refer applicants who have engaged in fraud or other criminal misconduct in connection with the aid application to the Office of the Inspector General of the Department of Education, or, if more appropriate, to a state or local law enforcement agency having jurisdiction to investigate the matter. Fraud may exist if the institution has reason to suspect:

- false claims of independent student status;
- false claims of citizenship or eligible noncitizen status;
- use of false identities
- forgery of signatures or certifications;
- false certification (e.g., drug-free workplace, educational, purpose);
- false statements of income.
- a pattern of mis-reported information from one year to the next.
- unreported prior loans or grants, and receipt of concurrent full grants during one award year.

Resources of Financial Aid

SCHOLARSHIPS

All students who are accepted for admission to LaGrange College are included in the applicant pool from which scholarship recipients are selected. LaGrange College does not award athletic scholarships for any athletic program. Academic scholarship recipients are notified in early spring regarding awards and award amount for the subsequent school year. All correspondence regarding scholarships should be with the Director of the Office of Student Financial Planning and never with the donors.

Endowed Scholarships

The College has available, through the generosity of individuals, corporations, and foundations a number of endowed scholarships which are administered by the Office of Student Financial Planning. These endowed scholarships are listed below:

THE SARAH QUILLIAN BALDWIN SCHOLARSHIP FUND was established in 1978 by Mr. and Mrs. Robert M. Turnell, other family and friends. Mrs. Baldwin was an alumna, class of 1901.

THE WILLIAM HENRY BELK SCHOLARSHIP was established in 1972 through the efforts of Mr. James G. Gallant and is awarded annually with special consideration to Presbyterian students or graduates of Rabun-Gap Nacoochee School.

THE J.K. BOATWRIGHT, JR. SCHOLARSHIP is awarded annually in memory of J.K. Boatwright, Jr., a long time trustee and friend of the College. The scholarship is awarded to students with good character who demonstrate academic promise with preference to business and accounting majors who have financial need.

THE ROSA WRIGHT BOYD SCHOLARSHIP was established in 1989 by Mr. John W. Boyd, Sr., in his will, to memorialize his mother, Mrs. Rosa Wright Boyd, an 1898 alumna. These scholarship funds will be awarded to deserving students who need assistance to attend LaGrange College.

THE JACK P. BUCHANAN, SR. SCHOLARSHIP FUND was established in 1994 by friends of Mr. Buchanan in honor of his many years of service with the Department of Children and Youth Services. This award will be granted annually to a rising senior who has demonstrated achievement, scholarship and involvement in working with troubled youth.

THE BUCHHEIDT SCHOLARSHIP FUND was established in 1962 through initial gifts from the Public Welfare Foundation, Washington, D.C. to assist students in receiving an education.

THE H. SPEER BURDETTE, JR. SCHOLARSHIP FUND was established in 1994 by family and friends in memory of Mr. Burdette, a much respected local businessman and friend of LaGrange College.

THE CAROLYN DRINKARD BURGESS SCHOLARSHIP FUND was established in 1990 through gifts of alumni, friends and family of Mrs. Burgess upon her retirement from the College after 30 years of service.

THE FLORA GLENN CANDLER SCHOLARSHIP was established in 1977 by Mr. Charles Howard Candler, Jr., in memory of his mother Mrs. Flora Glenn Candler, an 1898 alumna of the College and the daughter of a Methodist minister, the late Reverend Wilbur Fisk Glenn.

THE JOSEPHINE A. CASE ART SCHOLARSHIP was established in 1980. Preference is given to a junior for excellence in art scholarship and promise by "achievement" in that field. It was established by Mrs. Case and her husband, the late Dr. Leland D. Case.

THE THOMAS WOODARD CLIFTON ENDOWED SCHOLARSHIP was established by the Board of Trustees of Walter Clifton Foundation, Inc., a Georgia nonprofit corporation ("Foundation") in 1989 in memory of Mr. Thomas W. Clifton in light of the emphasis he placed on support of education. The recipient shall be selected based on qualifications in the areas of academics, character, involvement in meaningful extra-curricular activities and need for financial aid.

THE GEORGE SYDNEY, JR. AND LILLIAN EDMONDSON COBB SCHOLARSHIP FUND was established in 1995 by Mrs. George S. Cobb, Jr. to provide scholarships and grants to deserving students.

THE COKES CHAPEL MEN'S CLUB SCHOLARSHIP was established in 1983 by the Men's Club of the First United Methodist Church of Sharpsburg, Georgia.

THE WELBORN B. CODY SCHOLARSHIP FUND was established in 1990 by Mrs. Welborn B. Cody in memory of her late husband.

THE JEANETTE STRICKLAND COOK SCHOLARSHIP was established by the will of Mr. Benjamin Lane Cook in 1987. The scholarship is to benefit a teacher in the Troup County School System who desires to further his/her education at LaGrange College.

THE EVELYN COPELAN ENDOWED SCHOLARSHIP FUND was established in 1990 in memory of Miss Copelan, class of 1931, by her sister, Mary Helen Copelan, class of 1935.

THE ADELIA MEYERS CORBIN SCHOLARSHIP was established in memory of Mrs. Floyd Steward Corbin (Adelia Meyers), alumna, to provide scholarships for young ladies of character, ability, and need, with special consideration to students from Augusta, Georgia.

THE KATE HOWARD CROSS SCHOLARSHIP was established in 1981 by Virginia F. Prettyman of Chapel Hill, NC to honor Kate Howard Cross, Professor of Latin at LaGrange College. Preference is given to history and English majors.

THE EMILY FISHER CRUM SCHOLARSHIP FUND was established in 1983 by Mr. and Mrs. Remer H. Crum of Atlanta. Mrs. Crum is an alumna, class of 1935.

THE ESTELLE JONES CULPEPPER SCHOLARSHIP was established in 1978 by Dolly Jones House, class of 1915. Preference is given to students preparing for the ministry in The United Methodist Church.

THE WILSON J. AND ESTELLE JONES CULPEPPER SCHOLARSHIP was established in 1979 by Mrs. Calla Mae Cochran Culpepper. Estelle Jones Culpepper was an alumna, class of 1907.

THE C. WILLIAM CURRY SCHOLARSHIP FUND was established in 1984 by Mrs. C.W. Curry as a tribute to Mr. Bill Curry, a faithful Trustee and friend of the College.

THE META DICKINSON DANIEL MEMORIAL SCHOLARSHIP FUND was established by her daughter, Virginia Daniel Weir, an alumna of LaGrange College. Meta Dickinson Daniel was a *magna cum laude* graduate of LaGrange College, class of 1893.

THE DEMPSEY SCHOLARSHIP FUND was established in 1981 by Ruth Dempsey, class of 1934, to honor Mr. and Mrs. R.A. Dempsey and R.L. Dempsey.

THE MARY LEHMANN DODD SCHOLARSHIP was established in 1988 by family and friends in memory of Mary Lehmann Dodd, class of 1929.

THE DUTTERA SCHOLARSHIP FUND was established in 1991 by Mr. James T. Duttera, class of 1967, and was funded through personal gifts by Mr. Duttera and other family members.

THE GLEN LONG SCHOLARSHIP was established in 1989 by Mr. Glen Long and will be awarded annually.

THE MAXIE C. ESTES SCHOLARSHIP FUND was established in 1986 by friends and family of Dr. Estes and the LaGrange College Alumni Association. Dr. Estes served LaGrange College from 1962 to 1986 as the Chairman of the Division of Fine Arts and Professor of Speech and Drama.

THE THOMAS HERNDON ESTES MEMORIAL SCHOLARSHIP was established in 1988 by Mrs. Lettie E. Cunningham in memory of her brother to assist deserving students who need financial assistance to attend LaGrange College.

THE LAURA TURNER FACKLER SCHOLARSHIP was established in 1980 by Dr. and Mrs. William B. Fackler, Jr. (Marjorie Turner, class of 1941), and is awarded to a senior belonging to Kappa Delta Sorority.

Criteria specified are scholarship, need and character which exemplifies the ideals of Kappa Delta.

THE FARMER SISTERS SCHOLARSHIP FUND was established by Mr. Joseph J. Lipka in 1995, in memory of Sarah and Jeannette Farmer and in honor of his wife, Gene Farmer Lipka.

THE JOHN DARWIN FAVER MEMORIAL SCHOLARSHIP FUND was established in 1983 by the Mattie T. Faver Trust.

THE ELIZABETH STEED FINDLEY SCHOLARSHIP was established in 1989 by Dr. Carter V. Findley and other family members to honor Elizabeth Steed Findley, class of 1930.

THE JOHN JAMES, JR. AND PATRICIA BRADLEY FLYNT EXCHANGE SCHOLARSHIP PROGRAM was established in 1995 by the former United States Congressman and his wife, Patricia. Financial support is provided by this fund for LaGrange College students to study at a college or university in the United Kingdom while two students from the host college or university study here.

THE JOHN AND MARY FRANKLIN GRANT was established in 1975 by the Alumni Association of LaGrange College and funded by the John and Mary Franklin Foundation, Inc. The competitive scholarships are awarded based on academic excellence in high school, SAT scores and recommendations of character and personal qualities.

THE E.J. GRASSMANN TRUST SCHOLARSHIP FUND was established in 1988 by the E.J. Grassmann Trust in memory of Mr. Grassmann. Scholarships will be awarded based on academic promise, good character and demonstrated financial need.

THE LINDA GREEN SCHOLARSHIP was established in memory of Linda Green who died in an automobile accident. This scholarship is awarded to a Troup High School student with preference to a nursing student who will attend LaGrange College. Recipients are selected by the high school and announced at graduation.

THE J.R. AND MARY EVELYN BELLE-ISLE GRIGGS ENDOWMENT FUND was established by Mr. and Mrs. James R. Griggs, Jr., in 1980 for scholarships for students majoring in business.

THE ROGER S. GUPTILL SCHOLARSHIP is presented annually in memory of the late Dr. Roger Guptill, minister, teacher, and Christian gentleman, to a senior class student majoring in religion and preparing for full-time church service.

THE MARY QUILLIAN HARRELL SCHOLARSHIP was established in 1974 in memory of Mary Elizabeth Quillian Harrell by Dr. Luther Alonzo Harrell, her husband, and her surviving children, The Reverend and Mrs. Ralph Moss, Miss Marie Lilia Harrell and Dr. and Mrs. William Asbury

Harrell. Mrs. Harrell was a graduate of the class of 1899. Preference is given to children of a South Georgia minister.

THE ELIZABETH CARLOCK HARRIS SCHOLARSHIP FUND was established in 1993 by Mrs. Elizabeth Carlock Harris, class of 1961, and her husband, Joe Frank Harris, former Governor of the State of Georgia.

THE MAMIE LARK HENRY DRAMA SCHOLARSHIP was established in 1978 to honor Mamie Lark Henry, wife of Chancellor Waights G. Henry, Jr., former President of LaGrange College.

THE EVELYN POWELL HOFFMAN DRAMA SCHOLARSHIP was established in 1979 by the family as a memorial. Mrs. Hoffman was a graduate of the class of 1930. This scholarship is awarded annually to freshman through audition.

THE HOLMES SCHOLARSHIP FUND was established in 1972 to provide monies to the general scholarship fund.

THE RALPH AND NITA HOWARD SCHOLARSHIP was established in 1990 by Mr. Ralph W. Howard, Jr. to assist a deserving person who must have financial assistance in order to attend college.

THE CHARLES D. HUDSON SCHOLARSHIP FUND was established in 1995 by friends of Dr. Hudson to honor him for a quarter century of service to LaGrange College as chairman of its governing board or trustees.

THE MORRILL T. AND WILLIAM L. HUTCHINSON ART SCHOLARSHIP was established in 1996 by Dr. and Mrs. William L. Hutchinson to help artistically talented students from the LaGrange area.

THE PAULINE WITHERSPOON HUTCHINSON SCHOLARSHIP was established in 1994 by William L. Hutchinson, M.D., Mrs. Pauline Hutchinson Smith, Miss Pauline Hutchinson, Mrs. Frank Witherspoon Hutchinson, Jr., and Mrs. Sara Hutchinson Mosley in memory of their grandmother who taught voice and piano at LaGrange College from 1886 to 1889. Scholarships are awarded to students pursuing a major in music.

THE ELIZABETH HALL INGRAM SCHOLARSHIP FUND was established in 1994 by Mrs. Elizabeth H. Ingram, in memory of her daughter, class of 1963, to assist needy and deserving students.

THE FORREST C. JOHNSON, JR. MEMORIAL SCHOLARSHIP, established by his wife, Memory Sutherland Johnson, an alumna, is awarded to a Troup High School graduate who will attend LaGrange College.

THE MARY J. JOHNSON SCHOLARSHIP FUND was endowed in 1995 by a bequest from the estate of this 1933 graduate of LaGrange College.

THE JULIA VERNON KELLER AND WILLIAM WATES KELLER ENDOWMENT FUND was established in 1993 by Mr. and Mrs. William Wates Keller of LaGrange. Income from the endowment is to benefit deserving graduates of LaGrange High School who are majoring in education.

THE VIRGINIA SPEEGLE KYLE SCHOLARSHIP was established in 1989 by Mr. Joseph H. Kyle in honor of his wife. Awards will be made to meet the needs of deserving students who must have financial assistance to attend LaGrange College.

THE LAGRANGE COLLEGE GENERAL SCHOLARSHIP FUND provides general scholarships and grants to deserving students based upon need.

THE LAGRANGE COLLEGE RELIGION DEPARTMENT SCHOLARSHIPS were established in 1985 by W. Roland Yarbrough, Jr., for a student demonstrating need who is majoring in religion.

THE MARY HUNTER LINDSEY SCHOLARSHIP was established in 1976, provided by The Reverend William Oliver Lindsey, Sr. in memory of his wife, Mary H. Hunter Lindsey, class of 1914. This scholarship is awarded to Methodist students entering their senior year in college and who are preparing for the full-time ministry.

THE WILLIAM R. AND MABEL LOYD ZACHRY — ERNEST T. AND MARY LOYD SCHOLARSHIP FUND was established in December, 1991, by family members in memory of Mabel and William Zachry and E.T. and Mary Loyd to assist in filling the needs of deserving students to attend LaGrange College.

THE FRANKIE ARNOLD LYLE SCHOLARSHIP was endowed by the will of Mrs. Frankie M. Arnold Lyle, class of 1891. Special consideration is given to students from Jonesboro High School and Clayton County.

THE STEPHEN AND MILAH P. LYNN SCHOLARSHIP FUND was established in 1995 by the C.E.O. of Shoney's a native of LaGrange, and his wife.

THE FELECIA E. MADDOX MUSIC SCHOLARSHIP was endowed in 1990 under the will of her husband, George M. Maddox. The fund is intended to give financial assistance to deserving students of music.

THE MATTOX-ZACHRY SCHOLARSHIP was established in 1987 in memory of Kenrick Ware Mattox, Sr., J. Low Zachry and Janie Nall Zachry, and is awarded to students with academic promise and good character with preference to the last recipient if she/he maintains a 3.0 cumulative GPA.

THE LOUISE W. MCCOOK MEMORIAL SCHOLARSHIP FUND was established in 1985 in memory of Louise W. McCook, wife of Dr. C. Frank McCook, Emeritus Professor of Religion.

THE EUDORA AND WALKER MCGARITY SCHOLARSHIP was established in 1987 by Mrs. Eudora McGarity and daughter Carole McGarity Jacobs, class of 1958.

THE WILLIAM LUTHER MCMINN, JR. SCHOLARSHIP was established in 1986 by Mr. and Mrs. William L. McMinn, Sr. in memory of their son who died in an accident on May 15, 1986, while a student at the College.

This scholarship is awarded annually to a student who demonstrates academic promise and financial need.

THE BETTY YORK MEYERS SCHOLARSHIP was established in 1985 by Mr. and Mrs. Alex B. Meyers, class of 1951, in honor of the United Methodist Women of Rose Hill United Methodist Church in Columbus, Georgia.

THE C. LAVERN MOBLEY SCHOLARSHIP FUND was established in memory of The Reverend C. Lavern Mobley, a Methodist minister of the North Georgia Conference of the United Methodist Church.

THE POLLY SMITH MOORE SCHOLARSHIP was established in 1988 by Polly Smith Moore, Class of 1927.

THE HORTENSE HUGHES MOORE SCHOLARSHIP was established in 1988 by Hortense Hughes Moore, Class of 1927.

THE MR. AND MRS. THOMAS H. NORTHERN SCHOLARSHIP FUND was established in 1947 to provide moneys to the general scholarship fund.

THE OAK GROVE ENDOWED SCHOLARSHIP FUND was established in 1993 through gifts by the Oak Grove Foundation.

THE FRANCES WADDELL PAFFORD SCHOLARSHIP is awarded annually in memory of this alumna, class of 1914, and was funded by Mr. W.E. Pafford.

THE HOWARD R. PARK, JR. SCHOLARSHIP FUND was established in 1995 by friends of Mr. Park to honor this long-time advocate for LaGrange College who was the founding president of its Council.

THE PIKE SCHOLARSHIP was established by Mrs. Ruth Pike Key in memory of her father and mother, Christian Nathaniel Pike and Adella Hunter Pike, class of 1894, on December 29, 1953, and is awarded to Baptist or Methodist students in the senior year who are majoring in religion or religious education, or who plan to enter a full-time church vocation. Selection of recipients is made by the Department of Religion, the Administration concurring.

THE MARGARET ADGER PITTS SCHOLARSHIP was established in honor of Miss Margaret Pitts to provide scholarships for sons and daughters of ordained ministers, $1000 to dependents of Methodist ministers appointed by the Bishops of both the North and South Georgia Conference and $300 annually to dependents of ministers of other denominations and states.

THE RANDY POLLARD SCHOLARSHIP was established in 1982 by the LaGrange College Alumni Association in memory of Dr. C. Randy Pollard, class of 1960.

THE PEARL WHITE POTTS SCHOLARSHIP was established in 1981 by her daughters, Mrs. Amy P. Burgess and Mrs. Edna Potts. Pearl White Potts was an alumna class of 1894. Recipients will be selected by Mr. James

Harlain Fuller IV and Forrest Clark Johnson III. Preference will be given to descendants of Mrs. Pearl White Potts.

THE MILTON RATNER SCHOLARSHIP FUND was established in December, 1991, by a gift from the Milton M. Ratner Foundation to assist students with demonstrated financial need.

THE FRANK M. AND JOHN H. RIDLEY SCHOLARSHIP FUND was established in 1985 through a gift by brothers, Mr. Frank M. Ridley and Dr. John H. Ridley.

THE JOHN L. SHIBLEY — ARTHUR M. HICKS SCHOLARSHIP was established in 1986 through gifts from family and friends of Dr. Shibley and Dr. Hicks, both professors of thirty-five years at LaGrange College. Preference is given to a science major.

THE RUFUS SMITH ENDOWMENT was established in 1994 by a gift from Mrs. Claire Carter Malone, class of 1931, in memory of Rufus Smith, President of LaGrange College from 1885 to 1915. Proceeds of the fund are to be used to aid needy and deserving students to attend LaGrange College.

THE JAMES H. AND TERRELLIS P. SMITH SCHOLARSHIP was established in 1976 with preference to descendants of the donor's maternal grandparents.

THE HANK SPINKS SCHOLARSHIP was established in 1988 by Mr. and Mrs. Henry C. Spinks of LaGrange in memory of their son.

THE G. PHILLIP STEWART SCHOLARSHIP was established in 1987 by Susan Boleyn, class of 1973, in memory of her husband Phillip Stewart.

THE RAYMOND E. SULLIVAN SCHOLARSHIP FUND was established in 1984 by Mr. Raymond Eugene Sullivan.

THE CYNTHIA MAUDE BIRDSONG THOMPSON MEMORIAL SCHOLARSHIP was established in 1990 by the Reverend Julian Frank Thompson and his widow Mrs. Ruby Oakley Thompson in memory of the Reverend Thompson's mother who attended LaGrange College from 1896 to 1898. This fund will provide annual scholarships to deserving students who are of good character, show academic promise and who need financial assistance to attend LaGrange College.

THE TRAYLOR SCHOLARSHIP FUND was established in 1994 in memory of C. Frank Traylor, Sr. and C. Frank Traylor, Jr. through gifts from family and friends in the LaGrange area and the support of the LaGrange Lions Club. This scholarship benefits Troup County High School graduates.

THE JESSIE RAY WARNOCK SCHOLARSHIP FUND was established in 1988 by Mrs. Jessie Ray Warnock, class of 1927, to assist needy and deserving students to attend LaGrange College.

THE DR. JOHN J. AND RUTH WEST SCHOLARSHIP was established in 1994 by Dr. and Mrs. West to aid needy and deserving students in pursuit of an education at LaGrange College.

THE THELMA C. AND BENJAMIN M. WOODRUFF SCHOLARSHIP was established in 1985 by Mr. and Mrs. Benjamin M. Woodruff, (Thelma Chunn, class of 1922), and is awarded to students who demonstrate financial need.

ANNUAL SCHOLARSHIP GIFTS

THE JEANNE SELLS ADAMS SCHOLARSHIP is awarded annually in memory of this alumna, class of 1953 and funded by the Walter Clifton Foundation.

THE INGRID BERGMAN SCHOLARSHIP was established in 1983 in the memory of the Swedish actress by Mr. and Mrs. Mark Clayton Callaway. The scholarship is for a rising junior or senior theater arts major with serious commitment to the theatre and the most promise in the field of drama.

THE COCA-COLA MINORITY ACHIEVEMENT AWARD was established in 1991 by the Coca-Cola Foundation to recognize the achievements of African-American students attend GFIC member institutions. This scholarship is awarded to a senior based on academics, community and college service and personal interview. The Office of Student Financial Planning contacts all eligible applicants.

THE MARCUS "MARK" GEWINNER DRAMA SCHOLARSHIP was established by the College in 1993 to honor Marcus Gewinner, former professor of psychology and music. This scholarship is awarded annually to a theatre arts freshman.

THE KATHRYNE HAYS SCHOLARSHIP was established in 1992 by this alumna, class of 1943, and is awarded annually to two students who demonstrate need.

THE OAK GROVE COMMUNITY SCHOLARSHIP was established in 1987 and is funded annually by the Oak Grove Foundation. Preference is given to students from the Oak Grove Community or to Troup County residents who have good character, academic promise, demonstrated need and who will enter the nursing profession or ordained ministry.

THE REPUBLICA DE COLUMBIA SCHOLARSHIP was established in 1995 in memory of Thomas Alberto Benavides, brother of LaGrange College Professor, Dr. Adolfo Benavides. The award will go to a graduating senior, non-traditional student based upon financial need. Preference will be given to international students.

THE RIDDLE SCHOLARSHIP was established in 1994 by the Doctors Fay and Dennis Riddle in gratitude to their parents. These awards are pre-

sented annually to rising sophomore, junior and senior computer science majors who have excelled academically.

THE PATRICIA D. SALTER SCHOLARSHIP was established in 1993 by Dr. Salter, a LaGrange dentist, to assist single mothers pursuing their college education.

THE MATTIE NEWTON TRAYLOR SCHOLARSHIP was established by the Mattie Traylor Sunday School Class of the First United Methodist Church for a ministerial student at LaGrange College.

THE LETTIE PATE WHITEHEAD FOUNDATION SCHOLARSHIP AND GRANTS are awarded annually to deserving women students from the southeast who demonstrate need.

THE ALMONESE BROWN CLIFTON WILLIAMS SCHOLARSHIP is awarded annually in honor of this alumna, class of 1956 and is funded by the Walter Clifton Foundation.

THE FELTON WILLIAMS ENDOWMENT SCHOLARSHIP was established in 1994 by the Felton Williams Mission to provide scholarships for young women who require financial assistance.

ORGANIZATIONAL SCHOLARSHIPS

Some organizations give financial assistance to students directly or upon recommendation of the Director of Student Financial Planning. Information may be obtained from the Office of Students Financial Planning at the College.

THE BUSINESS AND TECHNOLOGY ALLIANCE OF GEORGIA SCHOLARSHIP was established in 1992 to promote entrepreneurship and development of the technological industry in Georgia. This is a competitive scholarship with a pool of applicants from Georgia public and private colleges and universities. Contact the Office of Student Financial Planning for more information.

THE CHEVRON FRESHMAN SCHOLARSHIP was established in 1985 at LaGrange College. Student must reside in Georgia and must be a mathematics or science major who demonstrates ability and interest in these areas. Priority is given to leadership and significant participation in extracurricular activities at the high school level.

THE LAGRANGE MOULDING COMPANY SCHOLARSHIP is funded annually by the LaGrange Moulding Company. Preference is given to Troup County residents.

THE NATIONAL PURCHASING ASSOCIATION SCHOLARSHIP is funded annually by the Purchasing Management Association of West Georgia, located in West Georgia.

THE UNITED METHODIST SCHOLARSHIPS Seven $500 annual grants are made to students by the General Board of Higher Education of the United Methodist Church and is limited to students in the top 20% of their high school graduating class.

OUTSIDE ASSISTANCE

The following agencies and foundations are interested in students from the region and offer assistance on a limited basis to students of character, achievement and need. The student should apply directly to the agency or foundation.

THE TY COBB EDUCATIONAL FOUNDATION was established by the late Tyrus R. Cobb to assist capable, deserving students who demonstrate need and who reside in Georgia. Scholarships are granted for a period of one academic year but may be renewed for one or more additional years. Scholarships are granted to undergraduate students beyond the freshman year and to students pursuing graduate degrees in law, medicine, veterinary medicine, and dentistry. The Ty Cobb Educational Foundation, P.O. Box 725, Forest Park, Georgia 30051.

THE GEORGIA VOCATIONAL REHABILITATION PROGRAM is funded by the State of Georgia and is designed to assist handicapped students. Contact the State of Georgia Division of Vocational Rehabilitation Services in your district.

THE MILLIKEN SCHOLARSHIP is awarded through the Georgia Foundation for Independent Colleges, Inc. for Region III. Applications are made through the plant at which the student or his or her parent works with recipients selected by GFIC.

THE JAMES LEON AND MYRTICE MARIE K. PEED SCHOLARSHIP for students preparing for a career as a minister or missionary and who are residents of the South Georgia Conference of the United Methodist Church. Georgia United Methodist Commission on Higher Education and Campus Ministry, 159 Ralph McGill Blvd, NE, Suite 102, Atlanta, Georgia 30365.

PICKETT AND HATCHER EDUCATIONAL FOUNDATION This foundation provides loan assistance to residents of the southeastern states who are enrolled as full-time undergraduates in a degree curriculum other than law, medicine, or the ministry. Applicants must have no outstanding educational loans. Pickett and Hatcher Educational Fund, Inc., P.O. Box 8169, Columbus, Georgia 31908-8169.

THE GEORGE E. SIMS, JR. NURSING SCHOLARSHIP, funded by the Fuller E. Callaway Foundation, is administered by the West Georgia Medical Center and may be available to qualified LaGrange College Nursing Students. The applications deadline for the Sims Scholarship varies each year but is generally in early March. Students interested in obtaining

scholarship information and an application should contact the West Georgia Medical Center administrative office, (706) 882-1411 or write the hospital at 1514 Vernon Road, LaGrange, Georgia 30240.

UNITED METHODIST LOAN PROGRAM provides loan assistance to members of the United Methodist Church based on "need." Brochures and applications may be obtained from the Office of Student Financial Planning.

COMPETITIVE SCHOLARSHIPS

THE CANDLER SCHOLARSHIP FUND provides scholarship assistance to students with a predicted grade point average of 3.25 or better. These scholarships are renewable.

THE LAGRANGE COLLEGE RESIDENT ASSISTANT SCHOLARSHIP Recipients are selected by application from currently enrolled students who desire these positions. Applications are taken by the Dean of Student Development and the Dormitory Directors. Recipients are selected in the spring for the next school year.

LOANS

The following loan funds may be available for emergency situations through the Business Office. For any other student loan the student should contact the Office of Student Financial Planning for other loan program information.

THE MARY C. ALLEN LOAN FUND was established in 1994 by the will of Mrs. Mary C. Allen to assist needy and deserving students.

LOUISE PHARR BAYLEN LOAN FUND Preference given to nursing students.

STELLA BRADFIELD LOAN FUND was established by relatives in her memory.

RUBY CROWE LOAN FUND was established by friends. Preference will be given to senior women students.

DAVIDSON LOAN FUND was established by Mrs. J.C. Davidson.

THE MARTHA DIXON GLANTON LOAN FUND was established by Mr. Henry D. Glanton in memory of his mother.

NADINE CRAWFORD SPENCER LOAN FUND was established by Dr. and Mrs. C. Mark Whitehead in memory of Mrs. Whitehead's mother.

LAURA H. WITHAM LOAN FUND was established by William S. Witham.

FEDERAL FINANCIAL AID FUNDS

FEDERAL PELL GRANT. This grant is designated for first time undergraduate students working toward a bachelor's degree. The amount of the grant is determined by the cost of attendance, and the family contribution shown on the Student Aid Report and the student's enrollment status. A full-time student will receive the maximum Federal Pell Grant award based on appropriation for the fiscal year. The maximum Federal Pell Grant award is set at $2440 for the 1996-97 academic year. A student who enrolls as less than a full-time student may be eligible to receive a prorated amount based on their courseload.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT. This grant is designated for students working on the first undergraduate degree with exceptional financial need. Preference goes to students who are eligible for Federal Pell Grant. Students who plan to participate in the LaGrange College Studies Abroad Program should check with the Office of Student Financial Planning to determine if they might be eligible to receive Federal Supplemental Educational Opportunity Grant funds to assist with the cost of this program.

FEDERAL WORK STUDY PROGRAM. Students who demonstrate financial need and are otherwise eligible may work part time to earn money to help pay their education expenses while attending college. Students are paid the minimum wage and normally are limited to working a maximum of 15 hours per week. Jobs are available in the various administrative offices, academic divisions, and community service agencies.

FEDERAL PERKINS LOAN. These loans are available to qualified students who demonstrate financial need. Repayment of five percent (5%) interest and principal begins six (6) to nine (9) months after a student graduates or otherwise ceases to be classified as having half-time student status. This loan program has cancellation provisions. Contact the Office of Student Financial Planning for additional information.

FEDERAL STAFFORD LOAN. This program enables all eligible students to borrow regardless of income. The Stafford Loan program is comprised of two loans — the subsidized Stafford and the unsubsidized Stafford. The subsidized Stafford eligibility is based on financial need, and interest accrued while the student is enrolled at least half-time is paid by the federal government. The interest rate on subsidized and unsubsidized Stafford loans is a variable rate capped at 8.25 percent. Eligible lenders are banks, credit unions, or savings and loans.

The unsubsidized Stafford is available to students who do not qualify, in whole or part, for the subsidized Federal Stafford. The terms of an unsubsidized Stafford are the same as those of the subsidized Staffords with the exception of interest payments. Unsubsidized Stafford borrowers must pay all of the interest accruing during the time they are enrolled in-school, and

during grace periods before repayment and authorized deferments. The borrower, however, has the option to pay interest during those periods by (1) making monthly or quarterly payments to the lender or (2) the borrower and lender may agree to add the interest to the principal of the loan (this is capitalization).

Annual maximum awards from the Federal Stafford Loan program is based upon the borrower's year in school. Freshmen may borrow $2625; sophomores, $3500; juniors and seniors, $5500. The aggregate limit for an undergraduate degree is $23,000. The grace period for Federal Stafford is six (6) months.

Undergraduate students who are considered independent by federal need analysis criteria may borrow additional funds from the unsubsidized Federal Stafford Loan. Independent undergraduate students who have not completed the first two years of their program of study are eligible to receive an additional $4,000 from the unsubsidized Stafford program. Independent undergraduates who have completed two years of their program may borrow an additional $5,000 from the unsubsidized Stafford loan program. As with all loan programs, the amount borrowed cannot exceed the student's cost of attendance.

FEDERAL PARENT LOAN FOR UNDERGRADUATE STUDENT (FPLUS). This loan program enables parents to borrow on behalf of their undergraduate dependent children. Federal PLUS loan borrowers must be credit worthy. A Federal PLUS may not exceed a student's estimated cost of attendance less any financial assistance the student has been or will be awarded during the period of enrollment. Loan checks are made co-payable and mailed directly to the school for recertification of the student's eligibility, then mailed to the parent for endorsement. The interest rate on the Federal PLUS is variable rate capped at 9 percent.

LOAN REPAYMENT

Student loans are serious obligations. Student loans are the only form of financial assistance that must be repaid at some specified time in the future. There is no penalty for pre-payment on any Federal Family Education Loan Program or Perkins Loan during the grace period. There is a 10 year maximum repayment schedule.

Sample Repayment Schedule
Based on 10 year repayment schedule

Amount Borrowed	5%	7%	8%	9%	10%
$ 1000	$ 40	$ 50	$ 50	$ 50	$ 50
2000	40	50	50	50	50
3000	40	50	50	50	50
4000	42	50	50	51	53
5000	53	58	61	63	66
6000	64	70	73	76	79
7000	74	81	85	89	93
8000	85	93	97	101	105
9000	95	105	109	114	119
10000	106	116	121	127	132
11000	117	128	133	139	145
12000	127	139	146	152	159
13000	138	151	158	165	172
14000	148	163	170	177	185
15000	159	174	182	190	198
16000	170	186	194	207	211
17000	180	197	206	215	225
18000	191	209	219	228	238
19000	202	221	231	241	251
20000	212	232	243	253	264

STATE STUDENT ASSISTANCE PROGRAMS

To be eligible for assistance from the State of Georgia: (1) The student must be a bona fide Georgia resident, one who has lived in the state of Georgia for 12 consecutive months prior to enrollment and who lives in the state for some purpose other than attending a Georgia institution of higher learning. (2) The student must be classified as a full-time student (one who enrolls for a minimum of 12 quarter hours). (3) The student must be a U.S. citizen or classified as a permanent resident alien. (4) The student must not be receiving a scholarship or grant from or through any state agency other than Georgia. (5) The student must be enrolled in good standing or accepted for admission in an eligible non-profit post-secondary college or school located in Georgia.

GEORGIA STATE TUITION EQUALIZATION GRANT. The GTEG program provides non-repayable grants to eligible Georgia residents who are either attending approved private (independent) colleges in Georgia or certain out-of-state four year public colleges bordering Georgia. The annual award amount is contingent upon funding by the State Legislature. This grant is $1,000 for the 1996-97 academic year.

HOPE GRANT — Students who meet the eligibility requirements for the Georgia Tuition Equalization Grant **and** were enrolled and received HOPE

Grants during the 1995-96 academic year are eligible for an additional $1,500 per year from the HOPE Grant program. Eligibility for this grant will terminate on the earlier of the student's date of graduation or July 1, 1999.

HOPE SCHOLARSHIP — Effective with the freshman class of 1996, Georgia residents who graduated from high school on or after June, 1996, with a 3.0 or better high school grade point average will be eligible for a $3,000 per year HOPE Scholarship at Georgia's private colleges and universities. HOPE scholars must maintain 3.0 grade point averages in college courses for continued eligibility.

GEORGIA STATE STUDENT INCENTIVE GRANT. The SSIG program provides non-repayable grants to students who demonstrate financial need as determined by an approved need analysis form.

LAW ENFORCEMENT PERSONNEL DEPENDENTS GRANT. The LEPD program provides non-repayable grants of up to $2,000 per academic year to eligible Georgia residents who are dependent children of Georgia law enforcement officers, prison guards, or firemen who were permanently disabled or killed in the line of duty. The LEPD Grant is also payable during the summer. Additional information may be required to document eligibility.

GSFA SERVICE CANCELLATION LOAN PROGRAM

The Georgia Student Finance Authority (GSFA), offers service cancellation benefits on eligible Federal Stafford loans. GSFA offers these loans to assist Georgia residents who are pursuing degrees in areas where there is a critical shortage of qualified professionals.

Both subsidized and unsubsidized Stafford loans are eligible for service cancellation. Applicants must meet federal eligibility regulations governing the Federal Stafford Loan Program and GSFA policies concerning residency, program of study, grade point average, etc. There is a grace period, prescribed by law, before repayment begins.

Eligible cancellation areas offered at LaGrange College are nursing and teacher education fields — math or science education and middle grades education with concentrations in math and/or science.

Appropriations for service cancellation loans are limited. Therefore, applicants should apply early. Application procedures and eligibility requirements are available in the Office of Student Financial Planning.

INSTITUTIONAL GRANT AND WORK PROGRAMS

GRANT IN AID is designated for undergraduate degree-seeking students with preference given to those who register for 15 or more hours per quarter. Criteria for awarding will be financial need, academic promise and achievement and talent. Students will be monitored quarterly for GPA, students who fail to maintain a minimum 2.0 will have subsequent awards canceled until such time as the 2.0 cumulative GPA has been reached. The

student must contact the Office of Student Financial Planning to request reinstatement of eligibility. These requests will be considered on a funds availability basis.

WORK AID is a college-administered work program whereby students may reduce the costs of their college expenses through employment on campus.

OFF CAMPUS EMPLOYMENT

Local businesses employ students in part-time jobs. Such employment is usually arranged by the student and *not* the College. The office of Career Planning and Placement maintains current job opportunity information and can advise students concerning employment opportunities and responsibilities.

STUDENT FINANCIAL ASSISTANCE FOR GRADUATE STUDENTS

Students accepted for admission to the MBA or MEd program may be eligible to borrow $8500 per year through the Federal Stafford Loan Program, provided they meet the following requirements: (1) a United States citizen or a permanent resident alien; (2) enrolled or accepted for enrollment as at least a half-time student; (3) in good standing and making Satisfactory Academic Progress; (4) free of any obligation to repay a defaulted Guaranteed Student Loan/Federal Insured Student Loan; and (5) owe no refund on a Pell Grant, Supplemental Educational Opportunity Grant or State Student Incentive Grant. For additional information, see the section on "Federal Stafford loan".

The maximum cumulative loans a student may borrow is $65,500, including undergraduate loans.

Contact the Office of Student Financial Planning for further information and an application.

VETERANS ASSISTANCE

LaGrange College is approved for veterans benefits as an institution of higher learning. Eligible students can receive the appropriate benefits while enrolled. The laws which apply to these educational benefits are published in Title 38, United States Code: "Chapter 31 provides benefits for veterans with service-connected disabilities. Chapter 35 provides benefits for sons, daughters, spouses, and widowed spouses of veterans who have died in service or as a result of a service-connected disability; who have become permanently and totally disabled as a result of service-connected disability; who have died while disabled; or who have been listed as missing in action, captured, detained, or interned in line of duty for more than 90 days." Chapter 106 provides benefits for members of the Selected Reserve

such as Army Reserve, Naval Reserve, Air Force Reserve, Marine Corps Reserve, Army National Guard, Air National Guard, and the Coast Guard Reserve. Chapters 30 and 32 provide benefits for eligible veterans who contributed to the educational program.

Disabled veterans should report directly to the Veteran Administration Office for information and application for benefits. Others may inquire and apply for benefits in the Registrar's Office with the VA Certifying Officer at the College.

STUDENT DEVELOPMENT

Student Development Staff is concerned with providing those services which assist individuals in their personal growth. Their purpose is to provide assistance which facilitates the development of the total person. At LaGrange College, the emphasis is upon the intellectual, social, physical and spiritual development of each student.

"Student Services," the term most frequently used to describe Student Development Services, involves a wide variety of programs and activities. The broad range of available services is an outgrowth of complex student needs: orientation, activities, student government, organizations, health services, wellness program, parking, discipline, leadership development, personal counseling, career development and placement, fraternity and sorority socials, and all residence programming. Student Development staff are committed to creating the most positive climate possible within which personal growth and development occur.

Aims of Student Development Services

To facilitate the transition from high school to college.

To develop and sustain through student involvement activities, organizations and services a campus life encouraging the cultural, intellectual, social, physical and religious development of all students.

To assist students in discovering life goals and exploring career opportunities.

To provide an opportunity for a student's educational experience to be as personally meaningful as possible.

To create an environment which stimulates qualities of self-discipline and personal responsibility.

To provide a suitable context in which the student can explore new ideas, skills and life styles, thus gaining the insight and experience necessary to make intelligent choices.

To provide opportunity for the student to develop the understanding and skills required for responsible participation in a democratic community through involvement in self-government.

To serve a supervisory role in campus community disciplinary concerns; to develop, with campus community involvement, and to distribute the necessary rules and regulations for a harmonious and productive college community.

To meditate, where necessary, conflicts between individuals and campus community standards.

To provide a comfortable, clean, safe living environment that enhances the personal growth as well as the academic pursuits of resident students.

To collect retention data and to suggest/plan programs and strategies to increase retention based on data collected.

Residence Programs

RESIDENT CLASSIFICATION

Freshmen, sophomores and juniors taking ten or more hours are required to live in college housing, so long as appropriate campus housing is available. Office of Student Development may exempt a student for one of the following reasons:

1. The student is 21 years of age or over at the time of registration;
2. The student is married and living with spouse within a radius of fifty miles;
3. The student is residing exclusively with parents or legal guardian within a radius of fifty miles; or
4. The student is a veteran with at least two years of active military service.

A senior is defined as a student who has successfully completed at least 135 quarter hours of academic work and who has completed the general requirements. The Student Development Office will have the final decision on all requests for exemption.

Students are assigned rooms of their choice in so far as facilities permit. (Roommates are assigned by mutual preference whenever possible.) The college reserves the right of final approval of all room and residence hall assignments. Also, the college reserves the right to move a student from one room or residence hall to another room or residence hall during the year.

ROOM DEPOSIT

A room and tuition deposit of $150 is required of all resident students. The room deposit ($100) is not a prepayment to be applied to residence hall charges but will remain on deposit with the College to be refunded, provided the student's account with the College is cleared, upon one of the following: (1) change of status from resident student to commuter student, (2) formal withdrawal, or (3) graduation. The room reservation/damage deposit serves as a room reservation while the student is not occupying college housing and is refundable if a student cancels his/her reservation by the following dates: July 15 for fall quarter, December 15 for winter quarter, March 15 for spring quarter. It serves as a damage deposit while the student is occupying college housing and is refundable when the student leaves college housing minus any unpaid assessments and/or any debt owed to the College. Complete residence information and regulations can be found in "Housing on the Hill" the residence hall guidebook available from the Student Development Office.

RESIDENCE GOVERNMENT/ACTIVITIES

Each housing unit has a hall council which functions as a governing body and also as a coordinating committee to plan activities within the residence halls such as open houses, movie nights, decorating contests and other special events.

Student Government Activities

The Student Government Association exists to serve as a medium for student expressions, to coordinate campus activities, to promote good citizenship and to govern within the parameters granted by the President of the College. The SGA is an important part of student life. Upon acceptance into the College, a student automatically becomes a member of the association. All students are encouraged to become active members, so that the association is a truly representative body of student thought and opinion, voicing the needs and concerns of the student body.

The SGA is charged with responsibility of planning and presenting student programs. They sponsor concerts, dances, movies, ski trips and many other special events. Student publications are supported by the SGA; these include the newspaper, yearbook and magazine.

All clubs and organizations are sanctioned by the SGA. These include:

Social Sororities	Alpha Omicron Pi Kappa Delta Phi Mu
Social Fraternities	Delta Tau Delta Kappa Sigma Pi Kappa Phi
Service Clubs	Habitat for Humanity Hilltoppers VIP
Religious Organizations	Baptist Student Union InterFaith Council Wesley Fellowship
Honorary Organizations	Alpha Mu Gamma (language) Alpha Psi Omega (drama) Delta Mu Delta (business administration) Sigma (science-math) Phi Alpha theta (history) Omicron Delta Kappa (leadership) Omicron Delta Epsilon (economics) Psi Chi (psychology) Sigma Tau Delta (English)

Departmental/Special Interest Groups	CRIS — Campus Recreation and Intramural Sports Student Nurses Association Art Student League Business & Economics Society Student Education Association ABC — Association of Black Collegians Association of Computer Machinery
Student Publications	*The Quadrangle* (yearbook) *The Hilltop Newspaper* (paper) *The Scroll* (magazine)

Hilltopics, the student handbook, is published by the SGA and contains guidelines and regulations for successful campus life.

Athletic Program

LaGrange College athletic teams are known as The Panthers. College colors are red and black. Competitive teams are fielded against teams from other similar size institutions in women's soccer, volleyball, softball and tennis and men's baseball, basketball, soccer and tennis. It is the philosophy of LaGrange College that the team participants are attending college primarily for a quality education, and no athletic scholarships are offered. The student athlete receives praise and recognition from peers, faculty, and administration. The coaching staff is an assemblage of highly qualified teachers who stress the educational process of the College.

LaGrange College is committed to a full program of non-scholarship athletics that encourages the student-athlete to reap the benefits of educationally sound activity that not only encourages but actively promotes a strong academic regime. Students are given the opportunity to participate fully in their given sport and to interface with other teams locally, statewide, and regionally. Not only are their physical skills enhanced but their human relations skills are broadened and focused by competitive challenges of the body and mind.

The athletic program is affiliated with the National Association of Intercollegiate Athletics (NAIA). This affiliation permits LaGrange College and its student athletes to receive recognition for their participation in state, regional and national sporting events.

Campus Recreation and Intramural Sports (CRIS)

The Campus Recreation and Intramural Sports program provides opportunities for wholesome recreation and competition among members of the campus community. Teams representing campus organizations and independents compete in organized tournaments and events throughout the

year. Competitive events include flag football, volleyball, basketball (Regulation, 3 on 3, H*O*R*S*E), domino's dash, softball, badminton, tennis, water volleyball, inner tube water polo, inner tube basketball and pickle ball. Winners of the campus tournaments in some of these events are eligible to represent LaGrange College in state or regional tournaments. Special awards are presented to the men's and women's groups with the highest participation rates and best record for the entire year. In addition, male and female "Athletes of the Year" are selected.

Many opportunities are available for recreational use of the facilities in the LaGrange College Aquatics Complex. The following are available: enjoying recreational swimming and lap swimming all year round in the indoor pool; using the aquarius water work-out stations or taking a water aerobics or aqua exercise class (non-credit); perfecting diving technique on the one-meter and three-meter diving boards; or simply relaxing and enjoying the atmosphere of the outdoor leisure pool.

The facilities and equipment of the Physical Education Department also are available for student recreational use when these are not scheduled for instructional, athletic, or intramural sports use. The use of outdoor equipment (canoes, sailboats, backpacks, tents, stoves, lanterns) requires the payment of a small deposit which is refunded upon the safe return of the equipment. The weight room, gymnasium, and pools are available for student/faculty/staff use during posted hours. A valid LaGrange College ID is necessary for admittance to all facilities.

Religious Life Program

College is a time of exciting intellectual and social growth. Students wrestle with new ideas, discover new interests, and explore ever broadening horizons. College can also be a time for real spiritual growth. Set in the transition between youth and adulthood, college offers students a chance to examine their faith, to assess what is important to them and to forge a system of values that will sustain them through their adult years.

Growing out of its history of service and its affiliation with the United Methodist Church, LaGrange is committed to creating an environment that encourages spiritual growth and development. As a result, the College offers a number of opportunities for students and faculty to celebrate life and explore God's intention for human living. Included in these opportunities are occasions for worship, fellowship, and service. Chapel services are scheduled every Thursday at 12:00 noon, and there are special worship services throughout the year. The College employs a chaplain who is available for counseling and is interested in promoting service and fellowship among the constituents of the campus community.

Programs, Exhibitions and Forum Lectures

A balanced and comprehensive program of lectures, music performances, dramatic presentations, workshops and other activities contribute to student enrichment. Wednesdays from 11:00 a.m. until 12:20 p.m. are reserved for programs, exhibitions and forum lectures.

Traditional Activities

Fall Festival	Fall weekend featuring concert, parade and culminating with crowning of Queen
Honors day — May Day	Spring Fling packed with activities, step-sing and concert
Greek Week	Week of activities centering around campus Greek life
Black History Week	Week of activities focusing on Black Heritage
Quadrangle Dance	Winter Formal scheduled around Valentine's Day
Wellness Fair	Activity centered around health assessments strategies and information dissemination
Community '97	Special event that commemorates the College as a caring/sharing community
International Week	Week set aside to recognize cultural diversity of the campus community

Student Conduct

LaGrange College, as a church-related college, is committed to an honorable and seemly standard of conduct. As an educational institution the college is concerned not only with the formal in-class education of its students, but also with their welfare and their growth into mature men and women who conduct themselves responsibly as citizens.

Regulations of the college are formulated to meet changing student needs within the framework of college policy. These regulations become effective when the student enrolls. Some regulations may not be agreeable to everyone because they have been formulated to meet the needs of the entire group. This however, does not lessen the individual's obligation to uphold them. Regulations do not have as their primary purpose the punishment of

the individual. The regulations are formulated to insure the right of all community members to have the best possible living and learning conditions.

The college reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continuation in the school is detrimental to himself or his fellow students.

Furthermore, students are subject to federal, state and local laws as well as college rules and regulations.

A student is not entitled to greater immunities before the law than those enjoyed by other citizens generally. Students are subject to such disciplinary action as the administration of the college may consider appropriate, including possible suspension and expulsion for breach of federal, state or local laws, or college regulations. This principle extends to conduct off-campus which is likely to have adverse effect on the college or on the educational process or which stamps the offender as an unfit associate for the other students. A complete description of student conduct policies, rules and regulations can be found in *Hilltopics,* the student handbook.

Student Health Services

Under the Student Health Program students are provided care by a registered nurse in the student day clinic. The clinic is open 10:00 a.m. to 3:00 p.m. Monday through Friday and for emergency calls at other times. The nurse assists the students in securing a physician if needed. The services of the nurse and the use of the day clinic are available to students only. Charges for x-rays, prescriptions, hospital charges, and fees of physicians or surgeons to whom a student is referred are the responsibility of the student. Private nurses and personal physicians must be paid by the student.

All students must have proof of medical insurance. For those not having coverage through individual or group plans, LaGrange College makes available accident and sickness coverage through a private carrier at reasonable rates. Application forms are available at registration or through the Business Office.

Career Planning and Placement Center

The Career Planning and Placement Center is located in the Callaway Student Center. It contains up-to-date career-related materials, occupational information, and a microcomputer with programs to assist students discover their occupational interests. A broad range of career exploration is available to the individual student at no cost. The Center also keeps up-to-date information regarding certification and license requirements and qualifying examinations. Other services of the Career Planning and Placement Center include seminars on the employment process, resume preparation, effective interviewing techniques and letter writing skills.

A primary focus of the Career Planning and Placement Center is to enhance placement potential by addressing the many-faceted complex realities of searching for a job. Therefore, beginning in the freshman year, every student will be involved in understanding the necessity and importance of early preparation for securing their first position.

Internships may be arranged through the Career Planning and Placement Center. Students may earn credit by enrolling in Col 120.

Counseling and Testing

An important part of the philosophy of LaGrange College is that each student should have advice and counseling throughout his/her academic career; therefore, counseling is available to LaGrange College students in a variety of areas. The goal is to assist students in gaining an understanding of themselves so they are better able to make informed personal, academic and vocational choices. In addition to individual counseling, group programs are available on topics such as Study Skills, Test Anxiety Reduction, Career Planning, Time Management, etc. Small group counseling is available in areas of personal concern such as dealing with interpersonal communication, conflict resolution, parental divorce, eating disorders, assertiveness training, etc. The staff also administers personal inventories such as the Myers-Briggs Type Inventory and the Strong-Campbell Inventory.

The Counseling Center holds leadership training sessions which include topics dealing with leadership styles, communication, group dynamics, goal setting and issue exploration.

The College will assign freshmen to a faculty adviser who will assist with the design of a program of study as well as any other problems which may occur. This special program is staffed by identified faculty members who coordinate the programs of the freshman experience.

The Office of Student Development also administers the Scholastic Aptitude Test (SAT), the ACT (American College Testing) and the College Level Examination Program, as part of the College's Advanced Placement Program. The Office of Student Development also administers the Miller Analogies Test (MAT), the Graduate Record Examination (GRE) and the National Teacher Exam (NTE/PRAXIS).

Vehicle Registration

To insure efficient control of traffic and parking on campus and the safety of all persons and vehicles, every vehicle must be registered and must have an affixed current decal. These decals are issued to students, along with a copy of existing parking regulations. There is a fee. Failure to adhere to published policies may result in vehicles being towed.

Student Appeal of Decisions

Recognizing that decisions must be made and that some students may feel aggrieved by some decisions, LaGrange College provides the following procedures:

A student must first attempt to resolve an issue with the college staff member first rendering a decision. If this does not resolve the issue, a decision rendered by a college staff member may be appealed by a student as follows:

I. Student Life:
   (a) A disciplinary decision rendered by a duly constituted student judicial board may be appealed to the Dean of Student Development. Disciplinary decisions rendered originally by the Dean of Student Development may be appealed in writing to the Vice President and Dean of the College who shall seek, in an informal conference, to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Dean of the College will deliver the appeal to the Student Affairs Committee of the faculty for its determination.
   (b) Other grievances in the area of student life may be appealed to the Dean of Student Development. If the grievance involves an original decision rendered by the Dean of Student Development, the decision may be appealed as above.

II. Financial Aid. See the Financial Planning Section.

III. Academic Matters. See the Academic Regulations and Procedures Section.

Information Technology and Academic Support Services

In order to promote and support the administrative, academic and research interests and responsibilities of students, faculty and staff, substantial information technology is provided at LaGrange College. This technology consists of a networked system of workstations and services designed to encourage and improve the computer literacy of the user environment. Contributing to the personal and professional growth of all members of the College community, this technology is assessed in all areas of the LaGrange College campus.

Campus-wide Resources

The campus has a network in place which utilizes fiber optic technology. From offices to dorm rooms to lecture rooms, network connectivity is available to each workstation and personal computer. Because of this connectivity, access to word processing, STATA statistical software and spreadsheet software (complete with network laser printing service) is available, as well as Internet access including the World Wide Web, e-mail, telnet and FTP (file transfer protocol). Ten campus mini-frames operating in a UNIX environment provide the power behind all campus-wide access.

William & Evelyn Banks Library

The Library furnishes its patrons an on-line catalog on four IBM 3151's utilizing SIRSIS' Unicorn System. This resource enables patrons to access subject, title, author, and key word information. Also available is a LAN consisting of five Compudyne workstations. This network provides OPAC access, as well as CD-ROM access to Academic Abstracts (general periodical index), The Atlanta Constitution (daily newspaper), CINAHL (a nursing resources index), and Moody's (business information sources).

The Library is open a total of 77 hours per week during the regular term. Additionally, hours are extended before and during all final exam periods. The library is an open access facility.

Writing Center

The LaGrange College Writing Center is a place where writers of all levels and abilities can talk with other writers about their work. Open morning, afternoon, and until 9:00 p.m. during week nights, it is available to anyone who wishes to engage in constructive talk about writing. The

Center operates on the assumption that all are learners as well as teachers and that learning is, to some extent, a social process; communication, therefore, is the basis for all the Center's efforts.

The Writing Center is designed to provide a service to students who would like individualized help with their writing. It is manned by a director (a faculty member from the Department of English) and a staff of undergraduates who have proven to be especially proficient in their writing skills. Students can drop in or make appointments for individual writing conferences to discuss topics, brainstorm with another writer, or work on final drafts.

To stress the importance of writing across the curriculum, The Writing Center has also developed satellite writing programs in a variety of courses, including economics, psychology, biology, and history. Students in these classes are given opportunity to work with tutors on course writing projects. The Center utilizes a variety of technological resources, including computer workstations and printers. The Writing Center attempts to make the writing process, in all its various facets, a rewarding and enduring experience.

In addition to these campus-wide facilities, many departments and divisions maintain technology resources to support their mission.

The **Education** multimedia technology labs have been specifically designed for the education major. These labs support instruction and hand-on use of technology in order to enable the pre-service teacher to integrate the use of multimedia equipment into a classroom teaching situation. The multimedia production lab is equipped with Power Macintosh audio/video computers, a color scanner, a video camera, a digital camera, monitors/VCR's a LCD panel, printers and more. Laminating, binding and poster making equipment is also available for use in this lab. Complimenting the multimedia lab is the software evaluation lab. This lab provides an environment equipped with both IBM-compatible Pentiums and Macintosh Power PC's where the most current commercial educational software can be evaluated. Software can also be viewed in videodisc and CDI formats. School teachers from surrounding county school systems often seek the resources available in this lab for software evaluations.

Nursing education and practice are as driven by technology as are other aspects of life and work today. With computer-based interactive and tutorial programs, students learn more independently, often at their own pace, and can vicariously "practice" their profession. In addition, the Division of Nursing resources permit learning and use of computer skills which support other skills and knowledge outside of (but needed for) nursing. These skills include writing, reading, and the seeking of knowledge from the vast array of possibilities found on the Internet. Technological resources found in the Nursing Computer Lab include PC's (with Internet connectivity), a flat bed scanner, a laptop PC equipped with an LCD panel, color laser

printers and more. Eight separate nursing educational software packages can also be utilized in the lab.

Computer Science, located in Smith Hall, utilizes two separate computer labs. One lab, made up of 486SX PC's, is scheduled for upgrade during the summer of 1996. The other lab consists of workstations which provide access to everything from Pascal, FORTRAN, SQL, BASIC, Oracle, COBOL and C+ programming to the Internet. These labs provide computer science majors access to instruction and use of the technology necessary to succeed in their chosen field in today's technological world.

Psychology students have access to a computer lab in the Louise Manget Building, consisting of campus network workstations and Macintosh computers. These resources are used for laboratory and tutorial assignments in connection with psychology courses.

In an effort to meet the ever-changing technological needs of a liberal arts education, the Department of **Mathematics** maintains a computer laboratory containing Macintosh PC's. This lab, located in Science Room 102, is used almost exclusively for classroom instructional support. Software packages available include the *Geometer's Sketchpad,* currently used to supplement college geometry, the software *Maple,* which is used to enhance the calculus sequence, and tutorial software for students enrolled in basic mathematics.

The research facilities of the Department of **History and Political Science** programs are excellent. The computer laboratory is a new facility funded in part by a National Science Foundation grant. Comprised of a LAN of advanced Macintosh computers, the user enjoys full Internet and World Wide Web access. The laboratory has available a variety of applications for various educational, research, and writing tasks and an archive of information on many topics, especially in political science.

The Department of **International Studies: Language and Culture** provides staffing for a new multimedia laboratory in Manget Hall. This lab, consisting of IBM-compatible Pentium PC's and Macintosh PC's supports software which maximizes students' oral and aural proficiency in foreign languages. Recent grants have provided additional resources including a laser disc player and Rosetta Stone interactive software.

English Language and Literature students enjoy a staffed new computer laboratory located on the 4th floor of Manget Hall. This lab consists of IBM-compatible Pentium PC's, both dot matrix and laser printers, and campus network workstations.

Technology resources are integral to the graphic design concentration in **Art and Design** as LaGrange College. All graphic design students are taught fundamental computer techniques, page layout and illustration programs, basic system information and the ethics regarding the use of digital information. Advanced students learn digital imaging and system information, output options and other advanced techniques. All students are encouraged to develop a personal creative approach to using the computer as well as to

using thoughtful, intelligent design. Through encouragement to be not only technical but creative, students accomplish the College's missions "to discover and value that which is excellent in life" and "to accept responsibility in contemporary society".

Academic Programs and Degree Requirements

INTRODUCTION

The statement of purpose of LaGrange College describes the mission of the College. Faculty members and the staff of the College implement academic and nonacademic programs toward the fulfillment of that mission. Undergirding all of the academic programs at LaGrange is the fundamental commitment to the liberal arts. Therefore, LaGrange College is first and foremost a liberal arts college. The College mission includes a commitment to helping to meet community needs. That commitment prompts the College to offer certain associate or graduate programs that are coherent with the four-year baccalaureate programs. The underlying philosophy of liberal learning is found in all parts of the curriculum of the College but is most obvious in the structure of the General Education Curriculum, that part of the curriculum that serves as foundation and complement to the major. All baccalaureate majors share the same general education curriculum. That general education curriculum represents just under fifty percent of a student's formal study at the College.

The curriculum is designed to provide the components of a liberal arts education that historically have proved to be of lasting value. Those components include skills such as strategies for college success, writing, computation, speaking, problem-solving, computer utilization, and analytical thinking. Additionally, there are knowledge components including history, social studies, science, literature, religious heritage, modern foreign languages, and health.

These skills and knowledge areas, while being taught and learned in specific courses, are integrated into the total college experience, and the desired result is that students will be better able to function within social institutions, to use science and technology, and to use and understand the role of the arts in culture. They, likewise, will be better able to communicate, to solve problems, and to analyze and clarify their own value system.

THE MAJORS

A *major* is defined as a primary program of study in which the student completes a designated number and sequence of courses within a specific discipline, department or subject area. A *major* may or may not offer *concentrations* for focused coursework within the major.

A student may choose to pursue one of four baccalaureate degrees: the bachelor of arts, the bachelor of science, the bachelor of business administration,

or bachelor of science in nursing. Most students pursue one of these baccalaureate degrees. In addition to the baccalaureate degree programs, students may earn an associate of arts or a masters degree, a post-baccalaureate degree.

The associate degree and the baccalaureate degree each contain a substantial general education component and extensive specified course work in the discipline in which the student has chosen a major. The degrees offered and the majors available for the degrees are given.

Bachelor of Arts

- Art and Design
- Art Education
- Biochemistry
- Biology
- Business Administration
- Chemistry
- Christian Education
- Computer Science
- Economics
- Education
  - Early Childhood
  - Middle Grades
  - Secondary (English, Chemistry, Biology, History, Mathematics)
- English
- History
- Mathematics
- Music
- Political Science
- Psychology
- Religion
- Social Work
- Social Work/Criminal Justice
- Theater Arts

Bachelor of Science

- Chemistry
- Computer Science
- Mathematics

Bachelor of Science in Nursing

- Nursing

Bachelor of Business Administration

Business Administration with a concentration in one of the following areas:

Accounting
Business Economics
General Business — Management
International Business

In addition to these four-year baccalaureate degrees, LaGrange College offers the Master of Education Degree, the Master of Business Administration Degree, and the Associate of Arts Degree. The degrees and the concentration within the degree are given:

Master of Education (See Graduate *Bulletin*)

Early Childhood Education
Middle Childhood Education

Master of Business Administration (See Graduate *Bulletin*)

General Business with emphasis on the management function

Associate of Arts

Business Administration
Criminal Justice
Liberal Studies

All majors offered are described in detail in the Departments and Courses section.

Major Requirements, Time Restrictions

Coursework requirements in major programs necessarily change in response to evolving curriculum concerns and changing student needs. Students' major requirements are governed by the Bulletin in force *at the time of the declaration of the major.* The declaration of major is initiated in the registrar's office.

At the discretion of the department chair, students may be required to demonstrate proficiency and/or currency in the subject matter if the major coursework is older than five (5) academic years. Normally credit hours earned in the major may not be applied to the completion of the major, if the hours earned are older than eight years dated from the student's initial matriculation.

Students who have been out of school longer than two years must again declare their majors.

Independent Study in the Major

In certain majors, independent study courses are offered. These courses are limited to upperclass major and minor students who have completed at least two-thirds of their particular major or minor program, and who wish to pursue a special problem or course of reading beyond that taken up in any formal course and lying within the capabilities of the library and laboratories. In order to be eligible for independent study, the student must have at least a 3.0 average in major courses. Total credit which can be earned through independent study normally will not be more than 10 quarter hours. Written permission to enroll in such a course must be obtained from the instructor, the head of the department concerned, and the Vice President and Dean of the College. These courses carry the numbers 495 and 496. A descriptive syllabus including the method of evaluation must be submitted with the petition.

Senior Honors in the Major

Seniors with a cumulative quality point average of 3.5 or above may apply for participation in the Honors Program which is available in certain departments. This program carries the course number 499, with five quarter hours credit in each participating department, with the designation "Honors Course." Applications must be submitted in writing to the Vice President and Dean of the College.

Assessment in the Major

The faculty members who are responsible for instruction in the major programs have identified specific objectives for a major in that discipline. There is an assessment, devised by the faculty in the discipline, that determines the extent to which the objectives have been met by the student. That assessment is a requirement for students who graduated in June 1990, or who will graduate thereafter. The assessment styles are varied. Students should carefully explore with their adviser in their intended major the nature of the assessment. A satisfactory assessment in the major is a requirement for the degree. The chairman of the department offering the major must certify satisfactory completion of the assessment component.

Students who fail to complete satisfactorily the assessment in the major and exhaust reassessment opportunities at the departmental level may appeal the decision of the department as described in the Academic Procedures and Regulations section.

Advice and Counseling in the Major

All students are assigned an academic adviser. Prior to the declaration of a major a student is advised by his or her Freshman Seminar (COL 101) instructor. Subsequent to declaring a major, the students and the department chair work together in planning a program. **The ultimate responsibility for**

selecting the proper courses in order to complete the desired degree is the responsibility of the student.

GENERAL EDUCATION CURRICULUM

The goals and objectives for general education have been described. The curriculum is designed to be completed within three academic years with coursework from the major being merged with the general education during the sophomore and junior years.

Ninety-five quarter hours in the general education curriculum are taken in two parts, one which is essentially nonelective (the common core), and the second which allows the student latitude in the selection of course work.

Common Core: **40 hours**

Course	Credit	Year Taken
Freshman Seminar (COL 101)	2 hours	Freshman year
English, Grammar and Composition[1] ENG 101, 102, 103	9 hours	Freshman year
History (select one sequence) World Civilization (HIS 101, 102) or United States History (HIS 111, 112)	10 hours	Freshman year
Mathematics, MTH 101, 105, or 122[1] (by placement)	5 hours	Freshman year
Computer Science (CSC 163)	2 hours	Freshman year
Religion (REL 101)	5 hours	as best scheduled
Speech (SPC 105)	3 hours	as best scheduled
Physical Education Activities	4 hours	as best scheduled
Common Core Total	**40 hours**	

Electives: **55 hours**

I. Science and Mathematics	15 hours	as best scheduled
Two science courses in sequence BIO 101, 102, or 148, 149 CHM 101, 102 GSC 101, 102 PHY 101, 102; 121, 122	(10)	
An additional science course from the list above, a mathematics course from the core beyond that taken for the core requirements, or MTH 114 or MTH 123.	(5)	

II.	Humanities and Fine Arts	25 hours	as best scheduled
	Literature, English	(10)	
	ENG 204, 205, 206, 207, 208		
	Fine Arts	(5)	
	MUS 112, 114; ART 109, 110; THA 101, 102		
	International Studies: Language and Culture	(10)	
	FRN 101, 102 or 103, 104		
	SPN 101, 102 or 103, 104		
	LAN 101, 102 or 103, 104[2]		
III.	Social and Behavioral Science	15	as best scheduled
	ECO 101; PSC 101; PSY 149, 202		
	SOC 146, 148		
	Elective Total	**55 hours**	
	Total General Education		**95 hours**

[1]Please read carefully the note following about placement.

[2]Occasionally, if taught under the LAN label, other languages (Japanese, Hebrew, etc.) may also count as general education.

Placement

Appropriate placement in certain courses is essential.

During the first few days on campus all students will undergo diagnostic assessment. These inventories are necessary for (1) planning for majors and careers, (2) providing the comparison levels for subsequent general education assessment, and (3) determining current skill levels in mathematics English, Foreign Languages and Mathematics placement is based on skills assessment. Some students who are not predicted to be successful in any one of these general education mathematics courses (101, 105, or 122) are required to enroll in Mathematics 100. This is a pre-general education mathematics course, and credit in this course does not count toward the fulfillment of the 95 quarter hours of general education.

English placement is based on the Scholastic Aptitude Test (SAT) data, where available. The Test of Standard Written English (TSWE) is a sub-test of the SAT. For students who do not have recent SAT scores, the TSWE is given early in the orientation period. Students who score 37 or below are required to enroll in English 100, a pre-general education course in grammar and composition. Students who score between 38 and 45 are placed in either ENG 100 or ENG 101 based on a consideration of a written sample of work submitted by the student during the specified diagnostic assessment time schedule for English. Like Mathematics 100, English 100 does not count toward the fulfillment of any of the 95 hours in general education.

Students entering LaGrange College bringing with them two (2) years of high school foreign language will be placed in an intermediate level course

of that language; or if the student chooses, he or she may start the study of another language at the beginning level. Students for whom English is not the native language may consult with the chair of the Division of Humanities and Fine Arts. By individual determination, a student may have the language requirement waived. The waiving of the language requirement does not diminish the need to complete a total of 95 quarter hours in general education.

General Education, Time Restrictions

There is no time limit on the credit or validity of general education coursework. It should be noted, however, that students who have not been enrolled at LaGrange College for four years, or who transferred from LaGrange College and subsequently return, enter the college under the *Bulletin* in force at the time of re-entry.

Credit-by-Examination and Exemption

Students may be eligible for credit and/or exemption in certain areas through Advanced Placement (AP) Tests or the College Level Examination Program (CLEP) and other recognized testing procedures. To determine the test scores that qualify for college credit and/or exemption, students should contact the Registrar. This information is also available in the individual departmental sections of this *Bulletin*. Credit by examination (AP or CLEP) may reduce the 95 hour general education component by the credit hours earned by this process. If no credit is earned, but exemption is granted, then 95 quarter hours of general education are to be completed.

Assessment of General Education

When a student has 140 hours of credit, (s)he should take American College Testing Program's College Outcome Measures Program (COMP). This inventory will be used to determine the extent to which a student has achieved the objectives of the general education curriculum. Meaningful participation in this testing program is a requirement for graduation with a baccalaureate degree.

Nontypical Students and the General Education Requirements

Nontypical students are those who enter college for the first time and who meet any two of the three following criteria:

(1) aged twenty-five or greater
(2) employed full-time or at least three-fourths time
(3) living off campus

These students may have experiences and needs differing from traditional students which may allow them to develop a curriculum plan of their own to meet the general education requirements.

The common core portion (40 quarter hours) of the general education requirements is the same for these students as it is for traditional students. However, as part of the College 101 "Gateway to Success" class requirements, the nontypical student may develop a personal proposal for fulfilling the remaining 55 quarter hours portion of the general education requirements. This proposal is normally prepared utilizing the guidelines specified below and is reviewed and accepted by the Evening Studies Director. At that point the nontypical student is classified as a nontraditional student. Any proposal deviating from the guidelines must be approved by the curriculum committee. Once the contract is developed it may be changed only one time. Students may appeal the action of the curriculum committee to the Academic Advisory Council.

As a general rule the nontraditional general requirement option is for **incoming freshmen students.** To be eligible the freshmen student must:

(1) meet the nontypical criteria upon matriculation (see 1-3 in opening paragraph of this section).
(2) complete COL 101.
(3) initiate the contract process before beginning the third quarter in residence.
(4) complete (gain approval for) the contract within the first 45 hours earned.

The nontraditional general education requirement option also is available for new transfer students who meet the nontypical criteria and who have completed no more than 20 hours of general education beyond the common core upon matriculation at LaGrange College. For this proposal to be considered, it must be initiated during the **first** quarter in residence and finalized (approved) before the new, nontypical transfer student earns 20 hours at LaGrange College.

Common Core **40 hours**

Contractual Elective — 55 hours (at least 5 hours from each area)

I. Fine Arts
MUS 112, 114; ART 109, 110: THA 101, 102

II. Literature
ENG 204, 205, 206, 207, 208

III. International Studies: Language and Culture
FRN 101, 102 or 103, 104
SPN 101, 102 or 103, 104
LAN 101, 102; 103, 104,
CUL 200

IV. Science and Mathematics
BIO 101, 102, 148, 149; CHM 101, 102; GSC 101, 102
PHY 101, 102; 121, 122
MTH 105, 114, 122

V. General Studies (no more than 25 hours)
EDU 199, PSC 101, PSY 149, PSY 202, REL 110,
SOC 153, SOC 146
SOC 247, ECO 101, BUA 151
ART 171, ART 180, PHL 149

***Occasionally other languages (Japanese, Hebrew, etc.) may be taught. Those languages, if taught under the LAN category, also satisfy the general education requirement.**

Total General Education 95 hours

Placement criteria and assessment procedures are the same for both traditional and nontraditional students.

General Education for the Two-year Associate Degree

The requirements for a liberal studies associate degree is the completion of the 95 quarter hours general education curriculum. No "major" courses are a part of this associate degree.

The general education curriculum for the associate degrees in business administration and criminal justice are given.

Business Administration

Core	40 Hours
COL 101	2
ENG 101, 102, 103	9
HIS 101, 102 or 111, 112	10
CSC 163	2
SPC 105	3
MTH 101, 105, or 122 (by placement)	5
REL 101	5
PED	4

Elective	30 Hours
ECO 101	
MTH 114 and any course beyond that taken in the core	
Lab Science	
ENG 204, 205, 206, 207, or 208	
Foreign Language	
Total	70

Criminal Justice

Core	36 Hours	Elective I	5 Hours
COL 101	2	HIS 111 or 112	
ENG 101, 102, 103	9	Elective II	5
SPC 105	3	REL 101 or 110 or PHL 149	
MTH 101, 105, 122 (by placement)	5 Hours	Elective III	5 Hours
CSC 163	2	GSC 101, CHM 101, BIO 101 or PHY 101	
PSC 101	5		
SOC 146	5		
PSY 149	5		
		Total	51

Placement and assessment procedures are the same as for baccalaureate degrees, except COMP will be given during the last quarter in residence.

The courses in the major may be found in the Departments and Courses section of the ***Bulletin.***

Minors

Academic minors may be earned in most departments. A minor must include at least 30 hours, 15 of which must be in 300-level or above courses. Specific courses are not designated, but they must be approved by the chair in the minor department.

Special Institutes/Continuing Education

LaGrange College coordinates and initiates special institutes and continuing education activities. These activities include work with area and state churches, industries, health care facilities and businesses. For certain of these activities the College gives continuing education units (C.E.U.).

Academic Regulations and Procedures

Orientation and Counseling

All new students are introduced to LaGrange College through an orientation program which takes place at the beginning of each quarter. The orientation program is designed to acquaint the new students with various phases of the life of the College including traditions, procedures, and regulations. It is believed that all students will profit from a proper introduction to the opportunities and responsibilities of college life.

Freshman Seminar (COL 101) deals with the elements of learning and decision making not covered in the traditional curricular structure that are essential to the student's educational process. These include selecting courses, acquiring study skills, making long-term educational plans, placing course work in a broader context of student development, dealing with personal difficulties, and adjusting to the inadequacies in pre-college preparation. To help students at LaGrange College face these issues in an organized way, Freshman Seminar is taught. This two-hour course provides an opportunity for freshman to work with faculty and other students in the consideration of issues designed to assist them in making decisions and in dealing with the many interrelated problems that have a bearing on their academic career.

Registration

All students must register on the dates specified. Failure to register on the proper dates may subject the student to a $20 late-registration fee. All registration procedures for all quarters are under the direction of the Vice President and Dean of the College. Students have not completed registration until they have cleared the Registrar, Dean of Student Development and the Business Office. Students enrolled for twelve or more hours must obtain a campus post office box. Communications to the student will be through campus mail.

Each student is assigned to a faculty adviser, who assists the student in planning an academic program. *However, the ultimate responsibility for meeting all requirements rests with the individual student.*

A student interested in a particular major should inform his general adviser in order that special prerequisite courses for the major may be scheduled. A major may be formally declared anytime after the student has earned 22 hours of credit. *The student must declare his major in writing to*

the Registrar by the time he has earned 75 quarter hours of credit. The student will then be assigned to an adviser in the department in which he will major. *A student planning to pursue a program in Teacher Education must take application in writing to the chair of the Department of Education at least by the time he/she declares a major.*

A student's major program requirements are those described in the college *Bulletin* at the time of declaration of the major.

Withdrawal

To withdraw from any course a student must confer with the Associate Dean for Student Development. Failure of a student to withdraw officially through this office may result in the assignment of a WF. A student who wishes to withdraw completely from the college must confer with the Associate Dean for Student Development. Withdrawals are not permitted the last week of class.

Academic Standing Probation Regulations

Students are placed on academic probation when the quality of work is such that progress toward graduation is in jeopardy. The purpose of probation is to warn. It is not a penalty. Students on probation will be notified, and the regulations governing probation will be called to their attention.

Freshmen (fewer than 45 hours) must maintain a cumulative grade point average (GPA) of at least 1.65 to avoid being placed on probation. Sophomores (45-89 hours), a 1.75 GPA; Juniors (90-134 hours), a 1.85 GPA; and Seniors (135 or more hours), a 2.00 GPA. In most cases, students have three quarters to remove their probationary status. Failure to do so makes these students subject to suspension.

Students are also subject to suspension for failure to earn at least five quarter hours of academic credit in any quarter, or for other valid academic reasons (such as violating cheating and plagiarism standards). In the case of part-time students, the extent of application of these regulations will be at the discretion of the Vice President and Dean of the College. Normally, all applications of the regulations will be based upon a full academic load.

The grade report sent to the student provides information on standing. "Probation one" means that the student's next term will be the first term on probation, etc. "Dean's Decision" means that the student's academic records have been given to the Vice President and Dean of the College for action.

Class Attendance Regulations

A student is expected to attend all classes, including labs, for all courses for which he is registered. The student is solely responsible for accounting to his instructor for any absence. An instructor may recommend that the

Vice President and Dean of the College drop from class, with a grade of W or WF, any student whose absences are interfering with satisfactory performance in the course.

Course Repetition

A student is prohibited from repeating a course in which he has made a "C" or better (while enrolled at LaGrange College or any institution) without the approval of the Vice President and Dean of the College and the Academic Advisory Council. A student may not remove an unsatisfactory grade earned at LaGrange College by repeating the course at another institution.

Acceleration

Students desiring to accelerate their college program may complete requirements in less than four academic years. This may be accomplished by attending summer schools and/or taking an academic overload. Permission to take an overload in any quarter is granted only to those students who have earned at least a cumulative average of B (3.0), except that a student may take an overload during one quarter of his senior year without respect to grade-point average.

Students may be eligible for credit and/or exemption in certain areas through the College Level Examination Program (CLEP) and other recognized testing procedures. Advanced placement credit is accepted for those students who present evidence from their high schools that advanced placement programs have been completed and appropriate scores earned on the advanced placement test of the College Entrance Examination Board administered by Educational Testing Service. The registrar and department chairs keep up-to-date standards for AP credit.

Academic Honors

Upon graduation, students who have been in residence at LaGrange College for at least their last 90 hours and

1. have attained a quality point average of 3.50 to 3.74 may be granted the bachelor degree *cum laude* or
2. have attained a quality point average of 3.75 to 3.89 may be granted the bachelor degree *magna cum laude* or
3. have attained a quality point average of 3.90 to 4.0 may be granted the bachelor degree *summa cum laude*.

At the end of each academic quarter, students who have maintained a 3.60 quality point average on a minimum of 12 quarter hours of work will be placed on the Dean's List.

Academic honors at graduation are awarded only to students completing the four-year program (effective with 1985 graduates).

International Students

Students who are on a student visa in the United States are subject to special regulations. As the institution which issues documents certifying student status, LaGrange College is subject to regulations or guidelines. Guidelines change, students should contact the Vice President and Dean of the College or the Registrar for interpretation of such changes. The current interpretation is that students with student visas must be enrolled for a full academic load (at least 12 quarter hours) at all times. Federal regulations concerning "status" for all international students on an F-1 visa states that any student who falls below 12 quarter hours at any time will be considered out-of-status and must be reinstated by Immigration and Naturalization Services (INS).

English proficiency is fundamental to a successful academic course at LaGrange College. Therefore, in addition to the minimum TOEFL score required for admission, the College requires all students for whom English is a second language to enroll in and satisfactorily complete a two-quarter sequence, ENG 010, 011. Further, if it is apparent that a student's English continues to jeopardize a successful academic career, the Vice President and Dean of the College may require that a student attend a special, intensive English language course. If such a requirement is placed on a student, failure to attend the English language course can result in withdrawal of the student visa.

International students must enroll in an English course each quarter they are in school until they satisfactorily complete their English studies.

International Studies

The importance of increasing international understanding is obvious. LaGrange College seeks to enroll an internationally diverse student body. LaGrange College serves as a host or home base institution for short-term international visitors. In 1994-95, students from Nippon Bunri University in Oita City, Japan, and students from Instituto Laurens in Monterrey, Mexico, were on campus for one week. LaGrange College has cooperative agreements with both of these institutions. LaGrange College offers limited course work in Monterrey, using LaGrange College faculty members as instructors. Full financial aid is available for study in Monterrey.

There are other international studies opportunities. Delta Airlines sponsors one junior student for study in a country that is served by Delta Airlines.

Credit through United States Armed Forces Institute and Service Schools

Courses taken through The United States Armed Forces Institute and other recognized military educational programs are accepted in accordance with the policy governing transfer work when presented on official transcripts from accredited institutions. Fifteen quarter hours of elective credit will be allowed for military service credit, including USAFI correspondence courses and military service school courses as recommended by the American Council on Education. One activity course in physical education, up to a maximum of four, will be waived for each two months served in the Armed Forces; a corresponding reduction will be made in the total number of hours required for the degree.

Grades and Credits

The definitions of grades given at LaGrange College are as follows:

A — superior
B — above average
C — average
D — below average
F — failing
I — incomplete. This grade is assigned in case a student is doing satisfactory work but for some reason beyond the student's control has been unable to complete the work during that quarter. This deferment must be given written approval in advance by the instructor and the Vice President and Dean of the College.
NC — no credit or non-credit
W — withdrawn. During the first three weeks a student may withdraw from a class with an "automatic" "W." After this trial period the student may withdraw, but the grade assigned, "W" or "WF," will be at the discretion of the professor.
WF — withdrawn failing. The grade of WF is included in computing the grade-point average.
AW — audit withdrawn
AU — audit complete
NR — grade not reported by instructor at the time the report issued.

A student may register for a course on a non-credit basis, for which he pays full tuition. To have a grade of NC recorded, he must fulfill all course requirements.

A student may audit a course by paying the audit fee. All requests for audit courses must be approved in writing by the instructor and Vice President and Dean of the College. Only lecture courses may be audited. No new freshman student may audit any course during the first quarter of residence at LaGrange College.

An *I* is a temporary grade, assigned by an instructor within the last three weeks of the term to students who are doing satisfactory work and who cannot complete the course due to circumstances beyond their control. Should conditions prohibiting completion of a course arise within the first eight weeks, students withdraw.

An *I* is removed by the date indicated in the academic calendar. Failure to remove an *I* by the date set initiates the following action: The registrar will write a letter to the student using the address on file. The letter indicates that the student has two weeks to respond. Otherwise the "I" grade will be converted to an "F". A grade other than *I,* once submitted, may not be changed by an instructor except with the formal approval of the Academic Advisory Council, within the next quarter. After one calendar year, an "I" grade not changed to permanent grade will automatically change to an "NC" grade.

Grades are assigned and recorded for each course at the end of each quarter. Formal reports of grades are also issued at the same time. Transcripts are withheld for any student who is under financial obligation to the College.

Requirements for Bachelor Degrees — A Summary

LaGrange College offers the Bachelor of Arts degree, the Bachelor of Science degree, and the Bachelor of Business Administration degree and the Bachelor of Science in Nursing degree. To obtain a second bachelor's degree, at least 60 additional quarter hours must be earned beyond the first degree, in a minimum of three quarters. Baccalaureate degrees require a minimum of 195 quarter hours of credit including required coursework in general education and the major. There is often an opportunity to select course work electives.

The minimum work required for graduation is 195 quarter hours and a 2.0 quality-point average in all course work taken at LaGrange College. To be eligible for the degree, a student must meet all requirements for the degree (general education, major program, all necessary assessments, 195 quarter hours and 2.0 cumulative grade point average) and make application for the degree before the beginning of his/her final quarter. A student who does not earn a degree in sixteen full quarters or the equivalent may be denied further registration.

In order to graduate in four academic years a student, at a minimum, should take 16-17 quarter hours credit each term. A student who takes at least twelve quarter hours credit is classified as full-time. The maximum full load is 19 quarter hours; anything beyond is considered an overload. No student is permitted to enroll for more than 22 hours in any one quarter. Request to take an overload must be granted in the office of the Vice President and Dean of the College.

Quality points are earned as follows: A, 4; B, 3; C, 2; D, 1; F, 0. The quality-point average is computed by multiplying the grade point by the course credit, summing, and then dividing the total quality points earned by the total GPA hours. If a student has received credit for a course and repeats that course, he receives no additional credit toward the degree. In computing the student's average, GPA hours and quality points are counted on all such attempts.

Not more than 100 quarter hours of credit earned at a junior college are counted toward the degree. No credit is granted toward the degree for course work taken at a junior college after a student has attained junior standing except that up to 15 hours of transient credit from a junior college may be granted for courses that are below the LaGrange College 300-level. (The 100 credit-hour limit still applies.) A transfer student is not given credit toward graduation for any Ds earned elsewhere. Transient work for grade of C or better is acceptable. Academic averages are computed on work done only at LaGrange College.

There are two ways by which a student must meet residency requirements for graduation:

(1) The student must be in residence the last 60 hours

or

(2) 75 Credit hours of the last 90 credit hours must be earned at LaGrange College. With prior approval of the adviser and the Vice President and Dean of the College up to 15 hours of transient study may be earned at another four-year accredited institution. Transient credit is only for courses in which the grade is C or better.

Grades earned for transient work are not included in the cumulative grade average. Normally, after receiving an unsatisfactory grade in a course at LaGrange College, a student will not be given credit for repeating that course at another institution. Credit totaling 10 hours or more earned in this way during the last 90 hours or final 6 quarters precludes that student's being granted credit for any course work taken by extension or by correspondence during the period.

Any regularly enrolled LaGrange College student who desires to take course work for credit by extension or by correspondence must obtain prior approval in writing from his academic adviser and from the Vice President and Dean of the College. Such extension or correspondence credit may in no case exceed 10 hours (grades of C or better); however, not more than 5 hours earned in this manner may be applied toward the fulfillment of the General Requirements of LaGrange College. Any course or courses so taken must be completed and all grades recorded before the end of the student's final quarter, in order to be graduated that quarter.

A student is classified as a freshman if he has earned fewer than 45 hours of credit. A student is classified as a sophomore if he has earned 45-89 hours of credit. To be classified as a junior, a student must have earned 90 hours of credit. A student is classified as a senior upon having

earned 135 hours of credit. A student should be alert to the fact that 195 hours are required for graduation. Attaining these minimum progression requirements may **not** be sufficient to insure graduation within the three quarters of the senior year.

No grade below C– in any course above 100-level may be applied toward a major.

Requirements for the Associate of Arts Degree

As previously described, the College offers programs of study leading to the Associate of Arts degree. Students pursuing an associate degree must complete the general education component required for that degree, the prescribed coursework in the discipline and a minimum of 95 quarter hours. The last 30 quarter hours must be done in residence. A 2.00 grade point average is necessary.

Transcripts

Students are entitled to transcripts of their record free of charge. No transcripts will be issued for any student under financial obligation to the College.

Transcript requests must be made in writing to the Registrar well in advance of the time the transcript is needed. Transcripts will be issued promptly; however, at the beginning and end of quarters some delay may be unavoidable.

Student Grade Appeals

The initial determination of a student's grade is entirely the prerogative of the instructor. However, a student who wishes to contest a *course grade or other academic decision* may initiate an appeal by following the procedures outlined below. It is often in the best interest of a student who chooses to appeal a grade for that student to initiate the appeal as soon as possible following the academic quarter in which the contested grade was issued.

The following procedures govern all student requests for grade changes:

1. The student should first attempt to resolve the matter by discussing the question with the course instructor.
2. If the student and the instructor are unable to reach a resolution, the student must then submit a written appeal to the Dean of the College.
3. The Dean of the College shall then seek an informal conference between the student and the instructor to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Dean of the College will deliver the student's appeal together with any other pertinent documents provided by the student and/or the instructor to the Review Subcommittee of the Academic Standards Committee for its determination.

4. The Review Subcommittee shall then convene to conduct a preliminary review of the appeal, after which the Chair of the Review Subcommittee will set times convenient to the student and the instructor for hearing both sides of the dispute.
5. Upon completion of its hearings, the Review Subcommittee will report its findings to the Dean of the College. The Dean of the College will in turn inform the principal parties involved of whether the student's request for a change of grade or other decision was denied or approved.
6. It is the responsibility of the Review Subcommittee to make every reasonable effort to complete its deliberations prior to the end of the quarter in which an appeal was initiated.

Student Appeal of Academic Policy

Students may petition for exception to published academic policy. The Academic Advisory Council reviews the petition.

Graduation Requirements

A student who enters LaGrange College under a given *Bulletin* generally will be graduated under the general education, hours requirement and grade point average requirements of that *Bulletin*. Major requirements are those in force at the time a student formally declares a major. If a student suspends his/her study and re-enters more than four years later, he/she will graduate under the requirements of the *Bulletin* in effect at the time of re-entry.

Students in their last year of college work must have an audit of their course credits and planned courses examined prior to registration for their final quarter in residence. This is called a "graduation petition." The major adviser and the Office of the Vice President and Dean of the College assist the student in completing this petition.

Students at LaGrange College will participate in the evaluation of the extent to which institutional education goals are being achieved. This evaluation will be in both the general education area and the major. Students who graduated in June of 1990 were the first to participate in these comprehensive evaluations. Consult the specific majors for the details.

Endowed Lectureship

The Waights G. Henry, Jr. Endowed Lectureship was established by a gift from the Neighbors Fund, Inc. in memory of Dr. Henry, president and chancellor of LaGrange College over a period of 42 years. Income from the endowment is to be used annually in funding the Waights G. Henry lectures for the benefit of our students and as approved by the trustees of the College.

The Arthur H. Thompson Lectureship brings to the campus each year noted scholars to address the faculty and student body on the interrelationship of a field knowledge and the Christian religion. The endowment was established by Mrs. Mary Will Thompson, alumna, in memory of her husband, who was at one time chairman of the Board of Trustees of the College. He expressed his philosophy in the statement: "The greatest thing in life is the simple faith of an honest man."

Awards and Recognitions

The Nancy Alford Award is awarded each year to the sorority accumulating the greatest number of points in the areas of scholarship, leadership, sportsmanship, and community service.

The Irene E. Arnett Drama Award is presented annually to the member of the senior class who shows that greatest potential for contribution to the field of theatre, devotion to the tasks in the theatre, and dedication to the principles of good theatre — to amuse the heart and lift the spirit to a better understanding of man and his struggle in this world and towards his God.

The Needham Avery Art Award is a purchase award granted annually in visual arts, provided by Dr. and Mrs. R.M. Avery in memory of their son.

The Josephine A. Case Scholarship is awarded to a junior for excellence in art and promise of achievement in that field. This award carries a stipend and is associated with Josephine A. Case Collection of American Indian Art which Mrs. Case and her husband, the late Dr. Leland D. Case of Tucson, donated to LaGrange College. Both hold honorary doctorates from this school.

The Austin P. Cook Award is presented annually by the Student Government Association to the organization that made the most positive impact on campus life during the year.

The Roger Guptill Award is presented annually in memory of the late Dr. Roger Guptill, minister, teacher, and Christian gentleman, to a senior class student of the Department of Religion preparing for full-time church service.

The Mamie Lark Henry Drama Scholarship is presented annually to a student in recognition of superior contribution to the Theatre Arts Department.

The Mamie Lark Henry Scholarship Cup is presented each quarter to a sorority with the highest grade-point average the previous quarter.

The Waights G. Henry, Jr. Leadership Award is given annually by the Student Government Association to a student who has actively demonstrated effective leadership skills. Selection of the recipient is made by a committee composed of students, faculty, and administrators.

The Evelyn Powell Hoffman Drama Scholarship is provided by her family in memory of their wife, mother and sister, a graduate of the class of 1930. It is to be awarded annually to a freshman student through audition. The selection of the recipient is to be made by the Theatre Arts Department faculty.

The Karen Sue Kafrouni Award is presented annually by the History Department to a member of Phi Alpha Theta and a graduating senior with the highest academic achievement.

The Mary Hunter Lindsey Award is provided by the late Rev. William Oliver Lindsey, Sr., in memory of his wife, Mary Hunter Lindsey, class of 1914. It is awarded annually to United Methodist students entering the senior class in college and preparing for a full-time church ministry. The selection of the awardees is made by the faculty of the Religion Department.

The John Love Scholarship Cup is presented each quarter to the fraternity with the highest grade point average the previous quarter.

The Weston L. Murray Award is presented to the senior class member of the Georgia Delta Chapter of Pi Gamma Mu who has the highest record of achievement and contribution in the field of Social Science.

Outstanding Achievement in Psychology Award is presented annually by the psychology department to the senior psychology major who, through academic excellence and service, has made an outstanding contribution to the field of psychology.

The Pike Award is provided by Mrs. William C. Key (Ruth Pike) and the late Mrs. William Franklin Daugherty (Ethel Pike) in memory of Adella Hunter and Christian Nathaniel Pike. It is awarded annually to Methodist or Baptist students entering the senior class in college and preparing for a full-time church vocation or majoring in Religion or Religious Education.

The Walter Malcolm Shackelford Award is presented annually to a graduating senior who has majored in Education and has demonstrated outstanding academic performance, leadership, and service to the College.

The Annie Moore Smith Award is a purchase award given annually in visual arts, provided by Mrs. Rebecca Moore Butler, class of 1924, in memory of her sister, Annie Moore Smith, class of 1915.

Jean Young Award in Photography, granted annually, was established in memory of Jean Young who was the first curator of the Lamar Dodd Art Center. The award is a book on contemporary photography and is presented to the student who has demonstrated an exceptional commitment to photographic art.

Departmental Awards are presented annually at Honors Day in the spring. At the time there are numerous departmental awards made.

Pre-professional and Co-operative Programs

Pre-professional Programs of Study

LaGrange College has a curriculum and environment that is well-suited to preparation for further study in fields such as law and medicine. These programs include, but are not necessarily limited to, preparation for the following areas.

LAW

The pre-law advising committee is chaired by Dr. Tracy Lightcap and is composed of Dr. Lightcap, Dr. Frederick Mills, Dr. Brenda Thomas and Dr. Kevin Reidy. Students considering law school should consult with one of these faculty members beginning in their freshman year and should meet quarterly with other students interested in pre-law. Law school bulletins and LSAT study guides are located on the ground floor of William and Evelyn Banks Library in the Writing Center.

Students entering law school come from varied undergraduate programs. It is not really possible to say which major serves as the best preparatory background for law school. Almost every law school bulletin, however, suggests that entering students must have a strong background in history, political science and English as well as some preparation in economics, business, sociology, psychology and mathematics.

DENTISTRY

Dr. John Hurd is the general adviser. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisors for their majors. The pre-dental student should select a major as early as possible and work toward the B.A. degree. Some dental schools accept students with fewer than four years of college training, but most of them prefer a student with the baccalaureate degree.

The pre-dental student should be familiar with the specific requirements set by the dental schools to which he plans to apply. There is some variation in the requirements of the various schools, but the minimum requirements set by most schools of dentistry are:

Inorganic Chemistry with lab	15 quarter hours
Organic Chemistry with lab	15 quarter hours
Biology with lab	10 quarter hours
Physics with lab	15 quarter hours
English	10 quarter hours

All applicants must complete the Dental Admission Test not later than the October testing preceding the year of desired entry.

MEDICINE (M.D.)

Dr. John Hurd is the general adviser. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. The pre-medicine student should select a major as soon as possible and seek the B.A. degree. Medical schools rarely accept candidates with less than the baccalaureate degree.

The student should familiarize himself with the requirements of the several medical schools to which he plans to apply. Requirements vary somewhat in the various medical schools, but the minimum requirements of most medical schools are:

Biology with lab	15 quarter hours
General Chemistry with lab	15 quarter hours
Organic Chemistry	15 quarter hours
Physics	15 quarter hours

Every applicant must take the Medical College Admission Test, preferably in the spring preceding the submission of his application to medical school, but no later than the fall of that year.

VETERINARY MEDICINE

Dr. John Hurd is the general adviser. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. The pre-veterinary student should be familiar with the specific requirements of the school to which he plans to apply. The minimum requirements set by most schools of veterinary medicine are as follows:

A candidate must have completed at least 90 quarter hours of college credit by the end of the spring quarter before fall matriculation at the veterinary school. The B.A. degree is preferred. The following required courses must have been completed prior to entry into veterinary school.

English	9 quarter hours
Biology with lab	10 quarter hours
Advanced Biological Science	10 quarter hours
Physics	15 quarter hours

Biochemistry	5 quarter hours
Inorganic Chemistry with lab	10 quarter hours
Organic Chemistry with lab	10 quarter hours
Animal Nutrition*	5 quarter hours

The candidate must have worked with a veterinarian, and he *must* have had *hands-on* experience working with large and small animals.

Each applicant will be required to take the Graduate Record Examination (GRE) and the Veterinary Aptitude Test. These tests should be taken October or December of the year prior to probable admission to veterinary school.

***Not available at LaGrange College**

ENGINEERING

LaGrange College has an engineering-oriented program designed to provide a broad liberal arts background while preparing the student for a professional engineering program. Dual-degree programs in engineering have been established with Georgia Institute of Technology and Auburn University. The dual degree program with Georgia Tech is limited to Georgia residents. In addition, a dual degree program is being negotiated with Mercer University and should be in place for fall of 1997. Students accepted in the dual-degree program will attend LaGrange College for approximately three academic years (a minimum of 146 quarter hours) and then the chosen engineering institution for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student shall be awarded a bachelor's degree from LaGrange College and a bachelor's degree in engineering from the engineering institution.

It is strongly suggested that all students considering either the dual degree program in engineering or transferring into an engineering program contact the pre-engineering adviser, Dr. Bill McCoy, prior to registration.

To be eligible to enroll in the dual-degree program in engineering a student must have a 2.3 or better grade point average. In addition to completing the General Education Curriculum, a student in the dual degree program must complete the courses listed below. The courses are listed in sequence for the first two years at LaGrange College. While this order is strongly suggested, the courses may be taken over the three years of residency at LaGrange College.

Students should contact the pre-engineering advisor concerning the appropriate general education electives and additional required courses for their chosen engineering institution.

First Year

Fall Quarter	Winter Quarter	Spring Quarter
MTH 122 Calculus I	MTH 123 Calculus II	MTH 124 Calculus III
ENG 101 Composition I	ENG 102 Composition II	ENG 103 Composition III
CHM 101 General Chemistry I	CHM 102 General Chemistry II	SPC 105 Speech Fundamentals
COL 101 Freshman Seminar	HIS 101* or 111** World or American	HIS 102* or 112** World or American
		Computer Science 163 Microcomputers

***For students planning to attend Auburn University**
****For students planning to attend Ga Tech**

Second Year

MTH 322 Calculus IV	MTH 323 Calculus V	MTH 324 Diff Equ
PHY 121 Physics I	PHY 122 Physics II	PHY 123 Physics III
General Education Elective† or CSC 199** Algorithms	General Education Elective† or CSC 280 FORTRAN*	General Education Elective† or MTH 335 Linear Algebra

†Subject to approval by the adviser
***For students planning to attend Auburn University**
****For students planning to attend Ga. Tech. Inst.**

PHARMACY

The pre-pharmacy general adviser is Dr. John Hurd. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors.

While the admission requirements vary, the following is standard course work as a minimum: Chemistry 101, 102, 103, 351, 352; Biology 101, 102; Physics 101, 102; Mathematics 105; English 101, 102 and 103; History 111 or 112; Economics 201 or 203; Sociology 146; Speech 105. Political Science 101 may be required, and electives in literature are suggested to make up 90 quarter hours of academic work.

JOURNALISM

The journalism adviser is Natalie Heard. The student who plans a career in journalism needs a wide range of courses in many areas. A recommended basic program would include approximately 20 hours in humanities, 20 hours in mathematics and science, 20 hours in social science, and 30 hours in a major field. Specific courses to prepare for admission to individual schools should be selected in consultation with the adviser.

PHYSICAL THERAPY

The pre-physical therapy general adviser is Dr. John Hurd. Many schools which offer training in physical therapy award a Bachelor's degree after successful completion of classroom and clinical work. Students are admitted to such programs after completion of 90 quarter hours of work including approximately 20 hours in Humanities, 20 hours in math and science, 20 hours in social science plus 30 hours in a major field such as biology. Specific courses to prepare for admission to individual schools should be selected in consultation with the adviser. Many schools now offer only a master's degree in physical therapy. These schools require a bachelor's degree as well as completion of the pre-physical therapy core.

OPTOMETRY

The pre-optometry general adviser is Dr. John Hurd. Students selecting a major other than biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. Though selected students may be admitted to optometry school after three years of preparation, most are admitted after receiving Bachelors or Masters degrees. Optometry involves fours years of study after admission to the program and in some areas also includes a brief internship. Majors in any academic area are acceptable though the student should include emphasis on the sciences. Preparation for admission to a specific school can be planned with the assistance of the adviser. Prospective optometry students must take the Optometry Admission Test (OAT).

Departments and Courses

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Academic Divisions

Business Administration and Economics

Professors: Benavides, Birkeli, Cousins
Assistant Professors: McClung, Reidy, Sneath

This division contains the Department of Business Administration and Economics, and the A.A., B.A., B.B.A. and the M.B.A. degrees are offered.

Education

Professors: S. Johnson, Jordan
Associate Professor: Williamson
Assistant Professor: Alford, Geeter, Harrison, Hillyer, M. Smith

This division contains the Department of Education and the Department of Health, Physical Education and Recreation. The B.A. and M.Ed. degrees are offered.

Humanities and Fine Arts

Professors: Hornsby, Lawrence, Murphy
Associate Professors: Bailey, Brown, L. Johnson, S. Smith, Taunton
Assistant Professors: Ahearn, Barber, Cook, Dulin-Mallory, Edwards, Lindley, Matson, Slay, Thomas, Traum, Williams

This division contains the Departments of Art and Design, English Language and Literature, International Studies: Language and Culture, Music, Religion and Philosophy and Theatre Arts. The B.A. degree is offered.

Nursing

Associate Professors: Bates, Kratina, Sauter
Assistant Professor: Henry, McClellan, Watts

The Nursing Division is also the Department of Nursing. The B.S.N. degree is offered.

Natural Sciences and Mathematics

Professors: Hurd, James, McClanahan, Riddle, Shelhorse
Associate Professors: Duttera, Hicks, McCoy, Searcy
Assistant Professors: Mallory, Paschal, C. Yin, K. Yin

The Natural Sciences and Mathematics Division contains the Departments of Biology, Chemistry and Physics, Computer Science, and Mathematics. The B.A. and B.S. degrees are offered.

Social and Behavioral Sciences

Professors: Evans, Gill, T. Johnson, Kraemer, Mills
Associate Professors: Burdett, Cafaro, Frassetto, Lightcap

This division contains the Departments of History, Psychology, Political Science, and Social Work/Sociology. The A.A. and B.A. degrees are offered.

Course Numbering System and Abbreviations

The projected schedule of classes will be followed insofar as possible, but is subject to change.

Courses numbered 100 through 199 are intended primarily for freshmen and sophomores. Courses numbered 200 to 299 are intended primarily for sophomores; the number may, alternately, mean credit of less than five quarter hours.

Courses numbered 300 through 399 and above are intended primarily for juniors and seniors.

Courses numbered 400 through 499 are intended primarily for seniors.

The number in parentheses following the course title indicates the number of quarter hours credit for the course.

Abbreviations

Art and Design . . . . . ART
Biology . . . . . BIO
Business Administration . . . . BUA
Chemistry . . . . . CHM
College-wide Courses . . . . . COL
Computer Science . . . . . CSC
Criminal Justice . . . . . CJU
Culture . . . . . CUL
Dance . . . . . DAN
Economics . . . . . ECO
Education . . . . . EDU
  Early Childhood . . . . . EDU
  Middle Grades . . . . . EDU
English . . . . . ENG
French . . . . . FRN
Freshman Seminar . . . . . COL
General Science . . . . . GSC
Geography . . . . . GEO
Health, Physical Education, and Recreation . . . . . HPR
  Physical Education . . . . . PED
History . . . . . HIS
Library Science . . . . . LSC
Mathematics . . . . . MTH
Music . . . . . MUS
Nursing . . . . . NUR
Philosophy . . . . . PHL
Physics . . . . . PHY
Political Science . . . . . PSC
Psychology . . . . . PSY
Religion . . . . . REL
Sociology/Social Work . . . . . SOC
Spanish . . . . . SPN
Speech . . . . . SPC
Theatre Arts . . . . . THA

Art and Design

The Art and Design major consists of studio concentrations in the following areas: painting and drawing, photography, ceramics and sculpture, and design. A student may choose a studio concentration in more than one area. The courses required in the studio concentration are specific and should be determined in consultation with the student's advisor when the student first declares a major in art.

Objectives are established as a basis for the education program in Art and Design at LaGrange College. These objectives also include a means of determining deficiencies prior to graduation so that necessary steps can be taken to correct these deficiencies. The objectives are:

1. to develop technical knowledge pertaining primarily to the student's chosen area of concentration, but not limited to it.
2. to help the students develop an artistic vocabulary, especially in their specific area of concentration.
3. to assist the students in finding and focusing their creative ideas into a consistent body of work.
4. to instruct the students in the correct means of presenting their work in a portfolio or exhibition.
5. to give each student an understanding of graduate study in specific studio areas.
6. to encourage students to exhibit their work and acquaint them with the gallery system.
7. to provide the students with a creative environment by using all available resources. This would include field trips to galleries and museums, course work in locations of artistic interest, guest lectures and workshops related to the exhibitions in the College's galleries.

To accomplish these objectives students will take the following courses:

20 hrs. — Art History — ART 109, 110, 111, 330.

15 hrs. — Basic Core — These should be taken during the freshman year as these courses are generally considered to be prerequisites for all other studio courses (ART 151, 152, 153).

20 hrs. — Introductory Studio Courses: Five hours from *each* of the following studio disciplines.

Painting or Drawing
Design or Printmaking
Photography
Ceramics or Sculpture

20 hrs. — Major Concentration — Students are expected to select a major studio concentration in their sophomore year from one or two of the following disciplines.

Painting and Drawing
Design
Photography
Ceramics and Sculpture

2 hrs. — Senior Seminar/Exhibition — All majors are also required to take at least one course in Senior Project in the quarter before graduation, culminating in an exhibition of the work produced during this class.

77 Hours total required for a major in Art and Design

The Art Education Major

Students should first be admitted to the Undergraduate Teacher Education program which is delineated in the Education section of this catalog. The courses required for the Art Education major are:

30 hrs. — Professional Courses:

EDU 199, 362, 449, 459; PSY 149, 202

15 hrs. — Art History — ART 109, 110 and 111 or 330.

15 hrs. — Basic Core — These should be taken during the freshman year as these courses are generally considered to be prerequisites for all other studio courses. (ART 151, 152, 153)

35 hrs. — Studio Courses: Five hours from *each* of the following areas:

Painting or Drawing
Ceramics
Sculpture
Photography
Design
Printmaking
Sculpture/Crafts

20 hrs. — ART 331 and 490

115 Hours total required for a major in Art Education

Courses Offered:

109. Art History Survey I. (5) Fall.
A course in the visual arts of western civilization from the Paleolithic period through the 16th century. Cultures surveyed will include Egyptian, Mesopotamian, Greek, Roman, Early Christian, Byzantine, Medieval, Gothic and the Italian and Northern Renaissance.

110. Art History Survey II. (5) Winter.
This course will survey the history of Western art and architecture from the Baroque period to the beginning of the 20th century, including the stylistic movements of the Baroque, Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Expressionism and Cubism.

111. Modern and Contemporary Art History. (5) Spring, 1998, alternate years.
This course traces the development of twentieth century painting and sculpture beginning with Picasso and cubism and includes the movements of surrealism, futurism, abstract-expressionism, pop, op, minimalism, conceptual art, super realism and neo-expressionism. While emphasis is given to the developments in painting and sculpture, architecture, photography and crafts are also included.

151. Basic Drawing. (5) Fall.
A course in drawing fundamentals emphasizing the traditional approaches to line, tone, form, composition, perspective and chiaroscuro. A variety of black and white media are used.

152. 2-D Design. (5) Winter.
A study of the basic design elements and principles. Concepts to be covered include figure-ground relationships, repetition and rhythm, balance, modular units and interdependence, similarity, variety, grouping, emphasis, and overall unity on a two-dimensional surface.

153. 3-D Design. (5) Spring.
This course will explore the fundamentals of three dimensional form using various materials such as wood, clay, plaster, paper, etc. Includes a strong emphasis on craftsmanship, creative thought, and application of ideas into form while becoming familiar with proper use of tools and equipment.

201. Electronic Design Basics. (5) Fall.
A course introducing the student to the basics of the Macintosh computer including terminology, desktop skills, dealing with fonts and systems, basic word processing, drawing and layout skills as they relate to desktop publishing, printers, service bureaus, and file formats.

203. Applied Surface Design I. (5) Winter, 1998, alternate years.
A course exploring the basics of surface design for commercial and large scale use. Abstraction, color relationships, pattern, repetition and modular units will be explored.
Prerequisites: ART 201 or consent of instructor.

204. Watercolor I. (5) Spring.
An introduction to the materials and techniques of painting with transparent media. A series of projects will be created working primarily with outdoor environments dealing with color, space and light.
Prerequisites: ART 151, 271 or consent of instructor.

205. Graphic Design: Typography and Logo I. (5) Fall.
An introduction to the terms, techniques and materials of graphic design. Emphasis will be on the fundamentals of typography, type and the page, type as personal expression, and the basics of logo design. Traditional and electronic techniques will be used.
Prerequisites: ART 201 or permission of instructor.

210. Design: Digital Imaging I. (5) Spring, 1997-alternate years.
A course dealing with the art of computer technology, with emphasis on scanning and photographic computer image manipulation. Emphasis will be placed on developing creative personal imagery.
Prerequisites: ART 201, 205, 222.

211. Life Drawing I. (5) Winter.
A course in the study of human anatomy and the expressive potential of the human form. Drawing from the model, both nude and clothed, and from the skeleton with a variety of drawing and painting media.
Prerequisite: ART 151.

212. Sculpture/Crafts I. (5) Winter, 1998, alternate years.
An introductory course in the design and fabrication of wood, clay, textile and jewelry objects. Areas of exploration can include casting of precious metals, batik, basic woodworking and clayworking techniques. It includes a strong emphasis on craftsmanship, creative thought and application of ideas into form while becoming more familiar with the proper use of tools and equipment.
Prerequisite: ART 153 or consent of instructor.

220. Illustration I. (5) Spring, 1998, alternate years.
A course focusing on the traditional materials and techniques for book, magazine and poster illustrations. Markers, gouache, and pen and ink will be used to explore personal and historical illustration styles.
Prerequisites: ART 151, 201, 271 or consent of instructor.

222. Graphic Design: Layout and Concepts I. (5) Winter, 1997, alternate years.
A course exploring the development of graphic ideas through projects in advertising, layout, corporate identity, magazine and poster design and others. An in-depth study of page layout through traditional and computer techniques will be included.
Prerequisites: ART 201, 205.

223. Basic Photography. (5) Fall.
An introductory course in black and white photography and the history of photography. Work in basic techniques of the 35mm camera including film mechanics, exposure and processing and printing from the negative. The course is a combination of slide lectures, demonstrations and studio/field work.

224. Photographic Design I. (5) Winter, 1998, alternate years.
A course in photography manipulation with emphasis on abstract elements of design, multi-exposure, photographic collage, and various processes in a departure from traditional straight photography.
Prerequisite: ART 223.

225. Studio Photography. (5) Spring, 1998, alternate years.
A course in large format photography and the use of lighting techniques and exposure controls using sheet film and the 4x5 and 8x10 cameras. Emphasis is on advanced techniques of photographing the still life, portraits, and the commercial application of photography. Black and white and color materials are used.

226. Color Photography. (5) Winter, 1997, alternate years.
A basic course in the principles and aesthetics of color photography. Emphasis is on the expressive use of color in photography and includes both negative, reversal and Polaroid materials as well as alternative color techniques such as hand coloring and computer imaging.

227. Ceramics I — Handbuilding. (5) Fall.
The first part of this course will introduce handbuilding methods used in forming ceramic vessels and sculpture. This will include using slabs, coils, textures, and working from solid shapes to create form. The second part of this course will emphasize glazing, decoration and firing methods such as raku, pitfire, salt and standard reduction.

229. Ceramics II — Wheelthrowing. (5) Winter.
The first part of this course will introduce wheelthrowing techniques, beginning with centering and opening then progressing to pulling basic cylindrical forms, teapots and bottles. The second part of this course will emphasize glazing, decoration and firing methods such as raku, pitfire, salt and standard reduction.

229. Ceramics III. (5) Spring.
The first part of this course will emphasize ceramic design using handbuilding and/or wheelthrowing techniques. Projects are flexible in their construction method in order to accomodate different ability levels and interests. Projects with commercial potential, such as lamp bases, teapots, covered jars and tile, etc., will be explored. The second part of this course will emphasize glazing, decoration and firing methods such as raku, pitfire, salt and standard reduction.

235. Documentary Photography I. (5) Spring, 1997, alternate years.
An introductory course in the use of photography to illustrate social and narrative issues relevant to the photographer's concerns. Emphasis will be placed on journalistic photography, its history and the stylistic techniques of photojournalist working in the 20th century. Projects dealing with reportage, illustration, documentation and the photographic essay will be assigned.
Prerequisite: ART 223.

271. Painting I. (5) Fall.
An introductory studio painting course emphasizing the role of color. Projects in color analysis, perception of color and the color theories of Josef Albers and Johannes Itten will be combined with experiments with texture and composition using acrylic paint medium.

272. Sculpture I. (5) Winter, 1997, alternate years.
The projects in this class will address both traditional and contemporary issues in sculpture such as figure modeling, carving, found object sculpture, narrative imagery and environmental sculpture.
Prerequisite: ART 153 or consent of instructor.

273. Printmaking I. (5) Spring.
An introductory level course in the basics of intaglio and relief prints.

275. Oil Painting I. (5) Winter.
An introductory course in painting with oils; including color mixture, glazing, modeling with color and light, spatial depiction and composition. Emphasis will be on the traditional approach to form in oil painting.
Prerequisite: ART 151, 271.

303. Applied Surface Design II. (5) Winter, 1998.
A continuation of ART 203 — for students interested in entering the commercial fields of surface design.
Prerequisite: ART 203.

304. Watercolor II. (5) Spring.
An independent studio course in which students will create a series of projects based on the concepts presented in ART 204.
Prerequisite: ART 204.

305. Graphic Design: Typography and Logo Design II. (5) Fall.
A continuation of ART 205 for the graphic design student interested in type or logos.
Prerequisite: ART 205.

310. Design: Digital Imaging II. (5) Spring, 1997, alternate years.
Independent studio work in advanced computer techniques geared toward to development or personal imagery and portfolio pieces.
Prerequisite: ART 210.

311. Life Drawing II. (5) Winter.
Independent advanced studio projects dealing with the human form in creative composition and subjective expression.
Prerequisite: ART 211.

312. Sculpture/Crafts II. (5) Winter, 1998, alternate years.
This course is designed to allow the student to independently explore ideas, methods and techniques introduced in ART 212.
Prerequisite: ART 212.

320. Illustration II. (5) Spring, 1998, alternate years.
Independent studio work in advanced illustration techniques. Students will continue to develop personal imagery and work on portfolio pieces in a series of directed projects.
Prerequisite: ART 220.

322. Graphic Design: Layout and Concepts II. (5) Winter, 1997, alternate years.
A continuation of ART 222 for advanced graphic design students who wish to explore special projects in layout.
Prerequisite: ART 222.

323. Photography II. (5) Fall.
Independent studio and field work in 35mm black and white photography. Series of projects based on the concepts presented in ART 223.
Prerequisite: ART 223.

324. Photographic Design II. (5) Winter, 1998, alternate years.
Independent advanced studio work in photographic design based on concepts and techniques presented in ART 224.
Prerequisite: ART 224.

325. Studio Photography II. (5) Spring, 1998, alternate years.
Independent advanced studio work in large format studio photography dealing with advertising and commercial photography in black and white and color.
Prerequisite: ART 225.

326. Color Photography II. (5) Winter, 1997, alternate years.
Independent advanced studio work in color projects based on concepts introduced in ART 226.
Prerequisite: ART 226.

327. Ceramics Concentration I. (5) Fall.
Independent advanced studio work in ceramics expanding the methods and techniques presented in previous ceramic classes.
Prerequisite: ART 227.

328. Ceramics Concentration II. (5) Winter.
Independent advanced studio work in ceramics expanding the methods and techniques presented in previous ceramic classes.
Prerequisite: ART 228.

329. Ceramics Concentration III. (5) Spring.
Independent advanced studio work in ceramics expanding the methods and techniques presented in previous ceramic classes.
Prerequisite: ART 229.

330. Art Theory and Criticism. (5) Spring, 1997, alternate years.
A course in the development of twentieth century art theory with special emphasis on visual abstraction and its relationship to cultural, scientific, and philosophical innovations in Western Civilization.

331. Elementary and Middle Childhood Art Education. (5) Fall.
A course in the creative development of children through the use of the visual arts. It includes lecture material on art history and developmental stages, field trips to art exhibitions, hands-on studio work in both two and three dimensional media, project presentations and requires an in-school field experience for two hours each week.

335. Documentary Photography II. (5) Spring, 1997, alternate years.
Independent advanced studio work in projects based on the concepts presented in ART 235.
Prerequisite: ART 235.

341. Internship. (5-15) (On demand)
Directed observation and practice in professional design related environment.

351, 352, 353. Senior Seminar and Exhibition. (2) Fall, Winter, Spring.
Courses in which the senior art major brings into focus their artistic objectives. The creation of a personal artist's statement, a resume, and slide portfolio will be presented at the time of the students staging of an exhibition of their work. Lectures on presentation, conservation, business, teaching, graduate school and critiques of work with faculty and other students will also be included.

355. Space Concepts/Drawing. (5) Spring, 1997, alternate years.
An advanced drawing course dealing with concepts of space and organization of form. Includes Renaissance perspective, medieval, oriental, cubist, futurist and abstract flat space emphasizing decorative pattern and texture.
Prerequisite: ART 151.

357. Color Drawing. (5) Spring, 1998, alternate years.
An advanced drawing course emphasizing the application of color concepts in drawing. A series of projects both in the studio and in the landscape will employ a variety of color drawing media including color pencils, pastels, inks and paints.
Prerequisite: ART 151.

371. Painting II. (5) Fall.
An independent studio course in acrylic painting continuing to work with concepts introduced in ART 271. Projects will allow for personal and interpretive insight along with experimental approaches to painting with acrylics.
Prerequisite: ART 271.

372. Sculpture II. (5) Winter, 1997, alternate years.
This course is designed to allow the student to independently explore ideas, methods and techniques introduced in Sculpture I.
Prerequisite: ART 272 or consent of instructor.

373. Printmaking II. (5) Spring.
A continuation of ART 273 including advanced exploration of color prints and other selected print media.
Prerequisite: ART 273.

375. Oil Painting II. (5) Winter.
An independent studio course in oil painting in which students will extend skills and concepts presented in ART 275.
Prerequisite: ART 275.

490. Student Teaching. (15) (On demand)
Supervised observation and experience in the art classroom leading to full-time teaching by the student.

Biology

Specific Objectives for the Major

The biology faculty works with their majors to help them develop an understanding and working knowledge of the life phenomenon at subcellular through organismic levels. Within the major, a student may elect to emphasize human biology, field-oriented biology or biochemical and microscopic aspects of life science.

A plan of study to help the student pursue both the individual's and the Department's objectives is developed by consultation between the student and his advisor.

Method of Accomplishing Objectives

The student is presumed to have accomplished the specific collection of objectives by satisfactorily completing the courses which constitute his major. A major in biology consists of the following courses: Biology 101, 102 and 40 more hours of biology as approved by the academic advisor; Chemistry 101, 102; 351, 352; Mathematics through 105 or 122; Physics 101, 102. In addition, one course from the following must be taken with the approval of the major academic advisor; General Science 492, an advanced chemistry course, Mathematics 114 or 316, Physics 103.

The approved program of teacher education in secondary science with emphasis in biology and the professional education sequence will satisfy the requirements for a major in biology.

Demonstration of Accomplishment of Objectives

The Biology Department continues to use the success of its graduates in the job market and in advanced study as a gauge of the applicability of its goals and the success of the students in attaining these goals.

Career Options

Graduates of the College who have majored in biology typically pursue careers in teaching, pharmacy, medicine, dentistry or physical therapy. In addition, many graduates find employment in industry — some in laboratories, some in management and others in research and development. Most careers require further formal study in graduate or professional schools.

Course Descriptions

101. General Biology I. (3 hrs. lec., 4 hrs. lab per week) (5) Fall, Winter.
An examination of the organizational and operational aspects of living systems with emphasis upon the structure and function of vertebrates.

102. General Biology II. (3 hrs. lec., 4 hrs. lab per week) (5) Fall, Winter, Spring.
A study of genetics, evolution, phylogeny, and ecology.
Prerequisites: Biology 101.

148. Human Anatomy and Physiology I. (5 hrs. lec., 2 hrs. lab per week) (5) Fall, Winter.
A study of the structure and function of the human body. Laboratory work: mammalian dissection and experiments plus human measurements.

149. Human Anatomy and Physiology II. (5 hrs. lec., 2 hrs. lab per week) (5) Winter, Spring.
A continuation of Biology 148.

318. The Teaching of Science in the Secondary Schools. (5) Spring, 1997.
Familiarization with several approaches to science teaching in high school.
Prerequisites: Biology 101, 102; Physics 101, 102; Chemistry 101, 102. Normally open only to juniors and seniors in the Sciences.

320. Medical Microbiology. (5 hrs. lec., 2 hrs. lab per week) (5) Spring.
A study of human diseases caused by pathogenic microbes and helminths.

321. Microbiology. (1 hr. lec., 8 hrs. lab per week) (5) Winter.
A study of the morphology, physiology, classification, ecology, and economics of microbial forms, especially bacteria and fungi.
Prerequisites: Biology 101, 102; Chemistry 101, 102. Chemistry 351, 352 recommended.

322. Immunology. (5)
A study of the immune system, including the molecular cells, organs, and processes involved in host defense against infection.

334. Ecology. (2 hrs. lec., 6 hrs. lab per week) (5) Spring, 1998.
An introduction to the basic principles and concepts of ecology followed by population and habitat studies.
Prerequisites: Biology 101, 102; Chemistry 101, 102; or consent of instructor. Biology 335 and/or 336 is recommended.

335. General Zoology. (2 hrs. lec., 6 hrs. lab per week) (5) Spring, 1998.
A phylogenetic survey of the animal kingdom with special emphasis upon parasitology, entromology, ornithology, and mammalogy. Animal taxonomic studies based on local fauna.
Prerequisites: Biology 101, 102; Chemistry 101, 102.

336. General Botany. (2 hrs. lec., 6 hrs. lab per week) (5) Spring, 1997.
A phylogenetic survey of the plant kingdom with emphasis upon reproductive morphology followed by the detailed anatomy of vascular plants. Plant taxonomic studies based on local flora.
Prerequisites: Biology 101, 102; Chemistry 101, 102.

338. General Entomology. (2 hrs. lec., 6 hrs. lab per week) (5) Fall, 1996.
An introduction to the study of insects. Emphasis is on insect morphology, biology and identification. A collection of insects identified to family level is required.
Prerequisite: Biology 102.

339. Field Problems in Ecology. (5) Fall, 1997.
A study of ecological problems and environmental parameters in the local area by means of individual investigative procedures. (On demand)
Prerequisites: Biology 334 and permission of instructor.

340. General Parasitology. (4 hrs. lec., 4 hrs. lab per week) (5) Fall, 1996.
An introduction to the biology, life history and pathogenicity of parasites. Representative parasitic protozoans, helminths and arthropods are considered.
Prerequisite: Biology 102.

351. Vertebrate Embryology. (4 hrs. lec., 4 hrs. lab per week) (5) Spring, 1998.
A study of the embryological development of representative vertebrates, with laboratory emphasis upon the chick and pig.
Prerequisites: Biology 101, 102.

352. Comparative Vertebrate Anatomy. (2 hrs. lec., 6 hrs. lab per week) (5) Winter, 1997.
A study of the structure of vertebrates with an analysis of the generalized vertebrate body plan and specializations of this basic plan throughout the eight vertebrate classes. Lab emphasis upon dissection of lamprey, shark, mudpuppy and cat.
Prerequisites: Biology 101, 102.

353. Fundamentals of Evolutionary Theory. (5 hrs. lec. per week) (5) Spring.
A balanced survey of the present-day concepts of the processes and products of evolution with emphases on: 1) contrasting models and their consequences, 2) mass extinctions, 3) evolution of man, 4) methods of science and pseudoscience, and 5) philosophical considerations.

360. Vertebrate Histology. (4 hrs. lec., 4 hrs. lab per week) (5) Spring, 1998.
A study of tissue types and their organization into body organs.
Prerequisites: Biology 101, Biology 352 recommended.

373. Genetics. (2 hrs. lec., 6 hrs. lab per week) (5) Fall, 1996.
A study of the unifying concepts of biological inheritance in individuals and populations. Laboratory work includes both Drosophila crosses and experiments with microbial forms.
Prerequisites: Biology 101, 102, 321; Chemistry 101, 102, 351, 352 (or enrollment therein)

374. Cell Biology. (6 hrs. lec., 2 hrs. lab per week) (5) Fall, 1997.
A study of the structure and function of cell organelles as well as diversity of cell types. Laboratory work involves cell cultures and immunological experiments.
Prerequisites: Biology 101, 102, 321; Chemistry 101, 102, 351, 352 (or enrollment therein).

383. Animal Physiology. (2 hrs. lec., 6 hrs. lab per week) (5) Winter, 1998.
A study of the physiology of vertebrates, with emphasis upon mammals. A systems approach to mammalian solutions of physiological problems. Laboratory work involves physiological experiments with frogs, rats, and human subjects.
Prerequisites: Biology 101, 102; Chemistry 101, 102. Chemistry 351, 352 recommended.

384. Medical Neurobiology. (5 hrs. lec., 2 hrs. lab per week) (5) Spring, 1997.
An integrated study of the human nervous system correlating neuroanatomy and neurophysiology with fundamentals of clinical neurology.
Prerequisites: Biology 101, 102.

386. Plant Physiology. (2 hrs. lec., 6 hrs. lab per week) (5) (On demand)
A study of basic plant principles such as cell properties, photosynthesis, respiration, growth, and water-mineral-soil relationships.
Prerequisites: Biology 101, 102, 334, and 336; Chemistry 101, 102, 351, 352.

430. Environmental Science (4 hrs. lec., one 3-hr. lab per week) (5) Fall, 1996.
An introductory course bringing together the many different themes of the man-environment field.
Prerequisites: open to juniors and seniors in any major.

Business Administration

I. Introduction

The Graduate and undergraduate programs in business administration are accredited nationally by the Association of Collegiate Business Schools and Programs (ACBSP).

The Business Administration and Economics faculty members intend to accomplish three primary goals, within the context of a liberal arts educational environment, and with the highest possible level of professional competence. The goals are to help students develop (1) increased understanding of the nature and purposes of our business system and of our economic system and of the relationship of business to the socioeconomic system in which it operates; (2) increased understanding of and proficiency in the major business functions; and (3) increased understanding of micro- and macro-economic theory and policy choices.

The program is designed to serve both the general student population and department majors. As a contribution to the general requirements area, the department provides an introduction to economic analysis with ECO 101 Contemporary Economic Issues. The department also provides opportunities for students majoring in other areas to supplement their curricula by taking courses which can help them increase their understanding of the role and functioning of business, and of our economic system. This is particularly pertinent for majors in the social sciences and computer science.

For students who elect to move beyond this introduction and pursue a major in business, the department offers several undergraduate degree programs. Students can pursue the A.A. degree with a major in business, a B.A. with a major in business, and in economics; or the Bachelor of Business Administration degree, with a concentration in either accounting, business economics, general business — management, or international business. The department also offers course work leading to the Master of Business Administration degree (See Graduate *Bulletin*). The economics program is described in the section on Economics.

The department provides for the majors the background to enter graduate and professional schools, and to obtain employment in a wide variety of organizations.

II. Objectives

Business Administration — For non-majors, the business administration course offerings seek to provide students with the opportunity to develop a basic understanding of business and its role in the economy, and to gain greater knowledge of the several major functions of business.

The program for students who pursue the A.A. degree is designed to help them accomplish a combination of a basic liberal arts foundation plus a basic understanding of business.

The objective of the B.A. degree program is to provide students with a comprehensive understanding of both the qualitative and quantitative aspects of the functions of business, while giving them an extensive opportunity to pursue unrelated or related course work. This is the liberal studies degree in business. There is ample room for electives in this program. It is designed to provide valuable and useful background for any of a wide variety of career options which the student may elect to pursue.

The B.B.A. program is designed to provide students with both a comprehensive understanding of enterprise management, and an opportunity to develop in-depth knowledge and proficiency in one or more specific functional areas. This degree program provides an additional twenty quarter hours of course work in the discipline, leading to a concentration in accounting, business economics, general business, or international business. Many of the students who pursue the B.B.A. degree are those who seek careers in enterprise management, or as specialists in the specific area of concentration. The concentration in accounting prepares students to sit for the Certified Management Accountant examination. Students wishing to sit for the Certified Public Accountant examination will need to complete additional coursework to meet the new licensing requirements that will become effective in the state of Georgia in May 1998.

During their sophomore year students may declare their intentions to pursue a major in business administration. Business administration majors should note that the requirements for the major, including required courses, applicable to them are those in effect when they declare their major, not those in effect when they first entered the college. A passing score in a comprehensive Departmental Assessment Test is required for graduation. This D.A.T. may be repeated as necessary.

III. To accomplish the objectives, students will take the following courses:

A. Associate of Arts (major in Business Administration)
   1. General Education curriculum.
   2. Business Administration — 40 qtr. hrs.
      BUA 160 Introductory Accounting
      BUA 251 Business Law I
      BUA 355 Principles of Managerial Finance (5 cr. hrs.)
      BUA 371 Principles of Management (5 cr. hrs.)
      BUA 373 Organizational Behavior (5 cr. hrs.)
      BUA 380 Principles of Marketing (5 cr. hrs.)
      and two more 5 cr. hr. courses in Business Administration or Economics courses at the 200 level or higher.

B. Bachelor of Arts (major in business administration)
BUA 160 Introductory Accounting (5 cr. hrs.)
BUA 163 Managerial Accounting (5 cr. hrs.)
ECO 201 Principles of Microeconomics (5 cr. hrs.)
ECO 203 Principles of Macroeconomics (5 cr. hrs.)
BUA 240 Information Systems and Microcomputer Applications (5 cr. hrs.)
BUA 251 Business Law I (5 cr. hrs.)
MTH 114 Statistics (5 cr. hrs.)
MTH 360 Finite Mathematics (5 cr. hrs.) (or MTH 122, or ECO 301 or ECO 310)
BUA 355 Principles of Managerial Finance (5 cr. hrs.)
BUS 371 Principles of Management (5 cr. hrs.)
BUA 373 Organizational Behavior (5 cr. hrs.)
BUA 380 Principles of Marketing (5 cr. hrs.)
BUS 392 International Business (5 cr. hrs.)
BUA 395 Junior Seminar (2 cr. hrs.)
BUA 440 Management Simulation (5 cr. hrs.)
BUA 451 Senior Seminar (3 cr. hrs.)
Plus 5 additional credit hours in business/economics electives at the 300 level or higher.

C. Bachelor of Business Administration
1. Core courses:
BUA 160 Introductory Accounting (5 cr. hrs.)
BUA 163 Managerial Accounting (5 cr. hrs.)
ECO 201 Principles of Microeconomics (5 cr. hrs.)
ECO 230 Principles of Macroeconomics (5 cr. hrs.)
BUA 240 Information Systems and Microcomputer Applications (5 cr. hrs.)
BUA 251 Business Law I (5 cr. hrs.)
MTH 114 Statistics (5 cr. hrs.)
MTH 360 Finite Mathematics (5 cr. hrs.) (or MTH 122, or ECO 301 or ECO 310)
BUA 355 Principles of Managerial Finance (5 cr. hrs.)
BUA 371 Principles of Management (5 cr. hrs.)
BUA 373 Organizational Behavior (5 cr. hrs.)
BUA 380 Principles of Marketing (5 cr. hrs.)
BUA 392 International Business (5 cr. hrs.)
BUA 395 Junior Seminar (2 cr. hrs.)
BUA 440 Management Simulation (5 cr. hrs.)
BUA 451 Senior Seminar (3 cr. hrs.)
Plus 5 additional credit hours in business/economics electives at the 300 level or higher. (BUA 360 for accounting concentration)

2. One of the following concentration:
   a. Accounting: BUA 361 and three of the following courses: BUA 362, 363, 364, 365, 366, 460. A grade of B or better must be achieved in BUA 160 and 163 for admission to the accounting concentration.
   b. Business Economics: ECO 301 and 303 (Intermediate Micro and Macroeconomic Theory) Plus two additional economics courses at the 300 level or higher.
   c. General Business (Management): Four additional business courses at the 300 level or higher (excluding economics and accounting courses).
   d. International Business: BUA 393, ECO 323, ECO 325 plus an additional elective course to be approved by the chair of the Business Administration Department. Lastly, an academically-based International Study Program of appropriate duration outside the United States is also required.

IV. Students who complete the majors offered in the department have found employment in a number of organizations, including public service (military and non-military, federal, state or local), education, manufacturing, finance and retailing. Our graduates are self-employed, or work for small or large organizations.

V. Course Descriptions:

Business Administration

151. Introduction to Business. (5)
A brief introduction to the origin and nature of our business system, the important purposes and concepts involved in each of the major business functions, and the relationship of business to our economy and to the society in which it operates.

160. Introductory Accounting. (5)
This course will introduce students to the basic concepts in accounting including the analysis of financial statements as basis for decision making and problem solving tools.

163. Managerial Accounting. (5)
A study of managerial control systems and the uses of accounting information for planning and control; including analysis and interpretation of data and use of cost information for business policy implementation.
Prerequisites: BUA 160 or consent of instructor.

251. Business Law I. (5)
A course designed to provide a knowledge of law that a student will need in business. The student begins with the constitutional background of law, a study of the law of contracts, agency and employment, and negotiable instruments. Stress is given to the impact of the UCC.
Prerequisite: Sophomore standing, or consent of the instructor.

302. Applied Decision Sciences I. (5)
A study of the basic models and quantitative skills used in business problem analysis. Includes such topics as statistical inference, optimization and programming models.
Prerequisite: MTH 360 or consent of instructor.

310. Managerial Economics. (5)
Focuses on the use of micro-economic principles and mathematical/statistical tools to make/analyze business decisions.
Prerequisite: ECO 201.

322. Social and Legal Environment of Business. (5)
A study of current social problems faced by business with particular attention paid to the background factors giving rise to those problems, various proposed solutions, and the approach that is currently being followed.
Prerequisite: Senior standing, or consent of instructor.

340. Information Systems and Microcomputer Applications. (5)
An introduction to the field of Management Information Systems and to special and general purpose software applicable to business.

352. Business Law II. (5)
A continuation of BUA 251. The student studies personal property and sales, government regulation of business, real property and other questions of law and business.
Prerequisite: Sophomore standing, or consent of instructor.

355. Principles of Managerial Finance. (5)
A comprehensive survey of the basic tools and models utilized in contemporary financial management decisions.
Prerequisites: BUA 160 and sophomore standing, or consent of instructor.

356. Intermediate Managerial Finance. (5)
An in-depth study of special managerial finance topics, including financial analysis, capital budgeting, cost of capital, and long-term financing decisions.
Prerequisite: BUA 355, or consent of instructor. (Offered on demand)

360. Intermediate Accounting I. (5)
An in-depth analysis of the accounting and reporting process and accounting theory, together with a study of current problems in reporting financial position, income determination, and, an integration of current professional pronouncements.
Prerequisite: BUA 160 with a grade of B or better, or consent of instructor.

361. Intermediate Accounting II. (5)
A continuation of BUA 360 with emphasis on the measurement and reporting of the source(s) of corporate capital and the relationship of these sources to income determination. Additional topics include depreciation, depletion, amortization of intangibles, long-term investments and debt. The impact of professional pronouncements is stressed.
Prerequisite: BUA 360, or consent of the instructor.

362. Cost Accounting. (5)
Cost accounting principles and techniques applied to job order and process systems. Planning and control techniques such as CVP analysis, variance analysis, capital budgeting and management decisions. Construction of static and flexible budgets.
Prerequisite: BUA 163 or consent of the instructor.

363. Advanced Accounting. (5)
A study of special topics including partnerships, installment sales, home office-branch relationships, consolidated financial statements, and non-profit accounting.
Prerequisite: BUA 361, or BUA 366, or consent of instructor.

364. Income Taxation. (5)
An in-depth study of the tax code as it relates to corporations and individuals. Updated to incorporate new tax laws, regulations, and printed rulings.
Prerequisite: BUA 160, or consent of instructor.

365. Auditing. (5)
Study of internal and external auditing standards, objectives and techniques. Pronouncements, ethics, reporting and the legal liability of auditors are emphasized.
Prerequisite: BUA 160, or consent of the instructor.

366. Intermediate Accounting III. (5)
A continuation of BUA 361 with emphasis on current special topics in financial accounting such as accounting for pensions, leases, accounting charges, earnings per share and income recognition. Continued emphasis on professional pronouncements.
Prerequisites: BUA 360, BUA 361, or consent of the instructor.

371. Principles of Management. (5)
A course designed to afford students an opportunity to gain an understanding of the "science" of management (the underlying body of knowledge relevant to management) including theories, concepts, principles, techniques, and tools that apply. In addition, attention is given to the development of examples that demonstrate the application of the "science" in specific situations which is the "art" of management (wise application of the science). This is primarily a lecture course but class participation in discussion is encouraged. Testing requires that students demonstrate an adequate understanding of the "science" and the "art" of management.

372. Production/Operations Management. (5)
A study of the application of the science of management in the production/operations management environment. Primary emphasis will be placed on theories, concepts, principles, techniques, and tools that improve the efficiency and effectiveness of the production/operations manager. Much emphasis is placed on the proper use of quantitative tools and techniques; therefore, it is strongly recommended that students taking this course have an adequate mathematical background. Testing in this course will require that students demonstrate competence in the above-mentioned areas. Offered on demand.
Prerequisites: Junior standing, BUA 371 and MTH 114 or 360.

373. Organizational Behavior. (5)
A study of the internal structure of organizations. Provides theoretical and conceptual framework for analyzing individual and group behavior within organizations.
Prerequisite: BUA 371.

374. Interpersonal Relations in Organizations. (5)
A study of human interaction in the organizational context. Topics to be covered include self-concept, frames of reference, values and attitudes, barriers and breakdowns in communications.
Prerequisite: BUA 373 or consent of instructor.

376. Managing Human Resources. (5)
The study of the basic principles and functions of effective personnel administration, and human resource management. Extensive use is made of the case method of study. Students gain experience looking at personnel problems, individually and as members of varying sizes of groups.
Prerequisites: BUA 373.

377. Career Management. (2)
This course provides students with an opportunity to investigate career options. Students learn how to manage their careers under changing business and economic conditions.
Prerequisite: Junior standing.

378. Compensation Management. (3)
This course emphasizes the design, development and management of compensation systems. Topics considered include job evaluation methods, wage and salary surveys, incentive plans and determination of individual pay.
Prerequisite: BUA 376 or consent of instructor.

380. Principles of Marketing. (5)
An introduction to the important principles of marketing management, the marketing perspective, marketing strategy planning, and the critical importance of this approach on the overall effectiveness of the total enterprise.
Prerequisite: ECO 201 or consent of instructor.

381. Advanced Marketing. (5)
Intensive study of selected aspects of marketing management, and of the role of marketing in our economic system. Particular emphasis on helping students to further their analysis, decision-making and communication skills in this context.
Prerequisite: BUA 380 or consent of instructor.

382. Promotion. (5)
Examination of the strategy, planning and implementation of a marketing promotion program. Covers the three major areas of marketing persuasion; personal selling, advertising, and sales promotions. Including analysis of media resources and public relations as basic elements in an effective promotion campaign.
Prerequisite: BUA 380.

391. Managing A Small Business. (5)
A study of the application of the science of management to the development and management of the small business enterprise. Opportunities, characteristics, and problems with the small business will be evaluated. Students will be required to develop a business plan for a small business and when possible students will be given an opportunity to work on special projects with small businesses in the community. The class requires active participation by students in and out of the classroom.
Prerequisites: BUA 355, 371, 380 or consent of instructor.

392. International Business. (5)
A study of the major opportunities, challenges, and approaches to increased effectiveness in the international business area.
Prerequisites: BUA 355, 371, 380 and ECO 201, 203.

393. Cultural Aspects of International Business. (5)
A study of the cultural risks confronting the business manager in an international environment. The course will survey differences in values and codes of behavior among a number of cultures, giving the student an opportunity to learn how to read and respond to the organizational culture of regulators, business associates and customers across cultural borders.
Prerequisite: BUA 392.

395. Junior Seminar. (2)
This course seeks to begin facilitating students' transition from college to the business world or to graduate school. Emphasis is given to resume preparation, interviewing and other aspects career/graduate school search.
Prerequisites: Junior standing with at least 30 credit hours required for major.

440. Management Simulation. (5)
This is the capstone course for B.A. (with major in Business Administration) and B.B.A. students. It incorporates the use of a computer-based simulation in an effort to integrate all the functional areas of business into one comprehensive course. Students are required to work in groups as managers of a simulated company and make the necessary marketing, finance, economic, accounting and management decisions to run their company effectively. The student's grades are a function of individual and group performance.
Prerequisites: Senior standing, completion of all requirements (except BUA 450). In exceptional circumstances the permission of the instructor may be obtained to waive the above requirements. Students must have been formally accepted as a business administration major.

451. Senior Seminar. (3)
As one of the capstone courses the Senior Seminar seeks to promote students' integration of major concepts covered separately in prior courses. It also serves as a follow up on the career/graduate school search initiated in the Junior Seminar.
Prerequisites: Senior standing with at least 50 credit hours required for major.

460. Internship in Business. (5-15)
Practical experience through placement of selected majors in private/public firms or organizations. No more than 5 credit hours per quarter for a maximum of 15 credit hours in internship program may be taken.
Prerequisites: Senior standing, student must have been formally accepted as a business major. Additionally, a G.P.A. of 3.00 or higher and/or recommendation of business department faculty.

Chemistry

Chemistry is often referred to as the central science, because chemical concepts are used throughout the other sciences. Therefore, in addition to being a major in its own right, the study of chemistry is a part of many curricula. The Chemistry Department focuses its introductory chemistry course as an element in a liberal education, a service to other departments and the beginning of a comprehensive study of chemistry. The department offers both B.A. and B.S. majors as well as a minor which can lead to a variety of future occupations. Students with majors in chemistry have gone on to traditional pursuits such as graduate school in chemistry or biochemistry, pharmacy, medical school, law school (patent law, corporate law), as well as becoming laboratory technicians and salespeople for chemistry related industries. A growing field is environmental science, which is strongly founded in chemistry.

The B.A. degree offers a broad background in chemistry while allowing ample time for extensive coursework in other fields. The B.A. is appropriate for those interested in one of the medical or law related professions or for students desiring the broadest possible education as well as an emphasis in natural science. The B.S. program is designed for those going on to graduate school in a chemically related field (chemistry, biochemistry, molecular biology, chemical physics, environmental chemistry) or those seeking employment as chemists after graduation. The B.S. degree is generally more highly valued at professional schools where entrance standards are high. While the B.S. degree is more demanding of a student's time, there is sufficient time for electives outside the sciences.

The specific objectives for the respective degrees are as follows:

The Bachelor of Science Degree

Students who earn the B.S. degree will be appropriately competent in the following areas:

1. Atomic and molecular structure and chemical bonding.
2. The language of chemistry
3. Equilibria
4. Periodic relationships
5. Thermochemistry
6. Physical measurements on chemical systems
7. Experimental skills, including data organization and analysis
8. Recognition, structure and reactivity of the major organic functional groups
9. Experimental synthesis and characterization of organic compounds by physical and instrumental methods (including IR and NMR)
10. Volumetric and gravimetric analytical theory and practice
11. Instrumental analytical theory and practice

12. Thermodynamics
13. Chemical dynamics
14. Quantum mechanics and spectroscopy
15. General overview either of advanced inorganic and organic chemistry or of biochemistry
16. The fundamentals of the research process in chemistry

Students earn these competencies by pursuing the following Bachelor of Science curriculum:

Chemistry 101, 102, 103
Chemistry 311, 312
Chemistry 351, 352, and 353
Chemistry 361, 362, 363
and 10 additional hours at the 400-level

Additionally, a research experience is required. This should be taken between the junior and senior years or during the first two quarters of the senior year. This may be done on campus, in industry, or in a research university in a summer program. Students may elect to earn 495 credit for this required activity.

Supporting courses that are required are the following:

Mathematics 122, 123
Physics 121, 122, 123
Computer Science 163 and one programming course

Note: The scheduling of the B.S. curriculum is important. Students should be prepared to take the physical chemistry sequence. This requires that calculus be taken during the freshman year and physics during the sophomore year. Most students choose to begin their chemistry during the freshman year. The freshman year curriculum might be the following:

Fall	**Winter**	**Spring**
MTH 122	MTH 123	additional MTH
general education	CHM 101	CHM 102
general education	general education	general education

Students who earn the B.S. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams on five of the following eight exams or exam groups:

1. General Chemistry
2. Organic Chemistry
3. Analytical Chemistry
4. Instrumental Chemistry
5. Dynamics and Thermodynamics (2 exams) or Physical Chemistry
6. Inorganic Chemistry
7. Biochemistry

The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the

Chemistry Department, based on the accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the students will be used.

These exams are given at the end of the appropriate course(s) and may be repeated up to three additional times prior to the student's scheduled graduation. The student must attempt a retest at least once a quarter until successful completion of the exam. In the event that a student needs to stand for an exam for the second, third or final time, evidence of adequate preparation must be presented. Re-examination cannot be scheduled earlier than two weeks following the previous examination.

The Bachelor of Arts-Chemistry

Students who earn the B.A. degree with a major in chemistry will be appropriately competent in the following areas:

1. Atomic and molecular structure and chemical bonding
2. The language of chemistry
3. Equilibria
4. Periodic relationships
5. Thermochemistry
6. Physical measurements on chemical systems
7. Experimental skills, including data organization and analysis
8. Recognition, structure and reactivity of the major organic functional groups
9. Experimental synthesis and characterization of organic compounds by physical and instrumental methods (including IR and NMR)
10. An overview of one or more of the following areas: analytical chemistry, inorganic chemistry and/or biochemistry

Students earn these competencies by pursuing the following courses required for Bachelor of Arts curriculum in chemistry:

Chemistry 101, 102, 103
Chemistry 351, 352, 353, 361, and 362
and fifteen additional hours at or above the 300-level
The support courses required are Physics 101, 102 or 121, 122,
Mathematics 122 and Computer Science 163

Students who earn the B.A. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry and (2) Organic Chemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Chemistry Department, based on the accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the students will be used. These exams will be given at the end of the appropriate course(s) and will be offered to students up to three additional times prior to the time of the students'

scheduled graduation. The student must attempt a retest at least once a quarter until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two weeks following a previous examination.

The Bachelor of Arts-Biochemistry

Students who earn the B.A. with a major in Biochemistry will be appropriately competent in the following areas:

1. Atomic and molecular structure and chemical bonding
2. The language of chemistry
3. Equilibria
4. Periodic relationships
5. Thermochemistry
6. Physical measurements on chemical systems
7. Experimental skills, including data organization and analysis
8. Recognition, structure and reactivity of the major organic functional groups
9. Experimental synthesis and characterization of organic compounds
10. In depth study of biological molecules and metabolism
11. Techniques of Molecular Biology

Students earn these competencies by pursuing the following courses required for the Bachelor of Arts-Biochemistry.

Chemistry 101, 102, and 103
Chemistry 351, 352, 353, 360, 483, 484, and 485
The support courses required are
Physics 101, 102 or Physics 121, 122
Math 114
Computer Science 163
10 hours of Biology as approved by the department

Students who earn the B.A. with a major in biochemistry will have demonstrated the attainment of the specific objectives by appropriate scores on the current American Chemistry Society (ACS) Exams for (1) General Chemistry, (2) Organic Chemistry, and (3) Biochemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Chemistry Department, based on accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the students will be used. These exams will be given at the end of the appropriate course(s) and will be offered to students up to three additional times prior to the time of the students' scheduled graduation. The student must attempt a retest at least once per quarter until successful completion of the exam. In the event that a student needs to repeat an exam for the

second, third or final time, evidence of preparation must be presented. Re-examination cannot be scheduled earlier than two weeks following a previous examination.

MINOR

A minor shall consist of CHM 101, 102, 103, 351, 352, 353, and two additional courses at the 300 level or above. Students must demonstrate proficiency in general chemistry by passing the ACS General Chemistry Exam as stated above.

Course Descriptions

Chemistry is a laboratory science and the department views the laboratory experience as an essential component of those courses with an associated laboratory. Consequently, a passing grade must be achieved in both the lecture and the laboratory portions of the course to obtain a passing grade in the course.

101. General Chemistry. (4 hrs. lec., 3 hrs. lab per week) (5) Fall, Winter.
A study of the foundations of chemistry including stoichiometry, atomic structure and periodicity, molecular structure and bonding models, the gas, liquid and solid phases.
Prerequisite: MTH 101 or placement at MTH 105.

102. General Chemistry II. (4 hrs. lec., 3 hrs. lab per week) (5) Winter, Spring.
This course continues 101 and is a study of oxidation reduction reactions and electrochemistry, chemical thermodynamics, kinetics, and equilibrium.
Prerequisite: CHM 101, MTH 105 or placement at higher level strongly recommended.

103. General Chemistry III. (4 hrs. lec, 3 hrs. lab per week) (5) Spring.
This course is a continuation of Chemistry 102 with special emphasis on equilibria, thermodynamics, organometallics, applications of computers to chemistry, and other special topics in chemistry. The ACS exam for general chemistry will be given at the conclusion of this course.
Prerequisite: CHM 102, CSC 163, MTH 105 or placement at a higher level.

311. Quantitative Analysis I. (3 hrs. lec., 6 hrs. lab per week) (5) Fall.
A study of the theory and practice of volumetric and gravimetric quantitative analyses. The ACS exam in Analytical Chemistry will be administered at the conclusion of this course.
Prerequisite: CHM 101-102.

312. Quantitative Analysis II. (3 hrs. lec., 6 hrs. lab per week) (5)
A study of instrumentation and advanced analytical techniques. The ACS exam in Instrumental chemistry will be administered at the conclusion of this course.
Prerequisite: CHM 362.

318. The Teaching of Science in the Secondary Schools. (5 two-hour periods per week) (5) (On demand)
Familiarization with several approaches to science teaching in high school. (On demand)
Prerequisites: BIO 101-102; PHY 101-102; CHM 101-102. Normally open only to juniors and seniors in the sciences. (See also BIO 318.)

351. Organic Chemistry I. (4 hrs. lec., 3 hrs. lab per week) (5) Fall.
A study of the fundamentals of organic chemistry with respect to the bonding, structure, nomenclature and reactivity of the various classes of organic compounds.
Prerequisite: CHM 102.

352. Organic Chemistry II. (4 hrs. lec., 3 hrs. lab per week) (5) Winter.
A continuation of CHM 351.
Prerequisite: CHM 351.

353. Organic Chemistry III. (4 hrs. lec., 3 hrs. lab per week) (5) Spring.
A continuation of CHM 352. The ACS exam in organic chemistry will be administered at the conclusion of this course.
Prerequisite: CHM 352.

360. Biophysical Chemistry. (5) Fall.
A study of the application of physical principles with applications to biochemistry. Topics include the application of thermodynamics, chemical dynamics and chemical kinetics to biological systems. This course is required for the biochemistry major.
Prerequisites: CHM 352, PHY 102 or 122, MTH 114.

361. Physical Chemistry I. (4 hrs. lec., 3 hrs. lab per week) (5) Fall.
A study of the basic principles of physical chemistry including the properties of gases, thermodynamics, thermochemistry, changes of state, and the phase rule.
Prerequisites: CHM 102, PHY 102 or 122, MTH 122.

362. Physical Chemistry II. (4 hrs. lec., 3 hrs. lab per week) (5) Winter.
A continuation of 361 including electrochemistry, kinetic molecular theory of gases, ion transport, and chemical kinetics.
Prerequisite: CHM 361.

363. Physical Chemistry III. (4 hrs. lec., 3 hrs. lab per week) (5) Spring.
A continuation of 361-362, includes an introduction to quantum chemistry, chemical bonding, atomic and molecular structure, and spectroscopy. The Physical Chemistry ACS exam will be administered at the completion of this course.
Prerequisites: CHM 362, MTH 123, PHY 103 or 123.

442. Inorganic Chemistry I. (3) Winter.
An examination in some depth of atomic and molecular structure and bonding. Symmetry aspects are introduced and used.
Prerequisite: CHM 362 or consent of instructor.

443. Inorganic Chemistry II. (3) Spring.
A continuation of 442 with emphasis on coordination and organometallic chemistry. Chemical periodicity is covered. The ACS in inorganic chemistry is the final exam for 443.
Prerequisite: CHM 442.

474. Chemical Synthesis and Characterization. (1 hr. lec., 8 hrs. lab per week) (5) (On demand)
This course is concerned with the synthesis and analysis of either organic or inorganic compounds using modern laboratory techniques.
Prerequisite: CHM 353.

483. Biochemistry I. (4 hrs. lec., 3 hrs. lab per week) (5) Fall.
An introductory course in the principles of biochemistry, with emphasis on the structure and function of biomolecules, membrane structure and function, and an introduction to metabolism and bioenergetics.
Prerequisites: BIO 101-102; CHM 101-102, 351-352.

484. Biochemistry II. (4 hrs. lec., 3 hrs. lab per week) (5) Winter.
A continuation of Chemistry 483 with emphasis on cellular metabolism, fundamentals of molecular genetics, and current topics in biochemistry. The ACS examination for biochemistry will be administered at the conclusion of this course.
Prerequisite: CHM 483.

485. Biochemistry III. (2 hrs. lec., 6 hrs. lab per week) (5) Spring.
A laboratory intensive course in the modern techniques of molecular biology. The course includes restriction analysis of DNA preparations, cloning genes, electrophoresis, Southern Blots, PCR, site specific mutagenesis DNA finger printing and other pertinent techniques.
Prerequisites: CHM 483, 484 or BIO 321 and 373.

495, 496. Independent Study.
These courses may be used to satisfy the research requirement for the B.S. major and provide research experience for all B.A. majors.

College-Wide Courses

Course Descriptions

101. Freshman Seminar, Gateway to Success. (2)
This is an academic course in which experienced LaGrange faculty members and students selected for their academic achievement, their demonstration of leadership and their admirable personal standards, guide new students toward success. The faculty members and the very important peers (VIP's) meet with small groups of newcomers during the early stages or orientation and begin the process of familiarization with the campus, with academic procedures and processes, and with each other. The formation of the informal support group, the beginning of the systematic process of selecting possible careers and academic majors, the reinforcement of writing as effective communication, and academic advising are a part of COL 101. The curriculum of this course may vary from time to time and may be thematic. The goals of the course are to help the student feel as comfortable as possible in this new environment, to help him or her to be as successful as possible during this first year and to help lay the foundation for a successful four-year college experience.

120. Career Planning Internship. (2)
An internship arranged with local business and professional persons. Students would spend scheduled time in the placement and maintain a journal. Credit is awarded based on eight hours of successful placement per week, qualifying for two hours of credit. No more than four credits can be earned in one placement. The course may be repeated for up to six credits total. Contact the office of Career Planning and Placement for a current list of available placement. Preregistration and an interview are required.

Prerequisite: permission of director of Career Planning and Placement.

Computer Science

The computer science faculty members of LaGrange College have several goals. As a service to the general student population, courses are offered to acquaint students with microcomputer applications and networks. For students who want to further study in computer science, a minor and two major programs are offered.

Computer science majors in the B.A. and B.S. degree programs should:

1. be able to write programs in a reasonable amount of time that work correctly, are well documented, and are readable;
2. be able to determine whether or not they have written a reasonably efficient and well-organized program;
3. know what general types of problems are amenable to computer solution, and the various tools necessary for solving such problems;
4. be able to assess the implications of work performed either as individual or as a member of a team;
5. understand basic computer architectures;
6. be prepared to pursue in-depth training in one or more application areas or further education in computer science.
7. In addition, students in the computer science track of the B.S. degree program should be able to do research, be able to convey technical ideas in a clear writing style, and have the mathematical background necessary for scientific problem-solving. Students in the business track of the B.S. degree program should have the knowledge of the functional areas of business necessary for working in that environment.

To accomplish these objectives, students will do the following: in order to be a major in the Computer Science Department, a student must have a GPA of 2.25 or better. The student may elect to pursue a B.A. degree, one of two tracks in a B.S. degree (either the computer science track or the business track), or a minor. For all options mentioned, students must take CSC 161, 199, 299, and one of the following three courses: CSC 280, 285, or 296 (except that the business track of the B.S. degree requires CSC 285). All students at LaGrange College are required to take CSC 163 as a general requirement.

All of the 100-level or above courses in computer science and in mathematics which are required for the B.S. and B.A. degrees and the minor must be completed with a grade of C or better, and the average in these courses for those pursuing the B.S. degree must be at least 3.0.

Additional requirements for the B.A. degree include eight 300-level, or above, computer science courses including CSC 300, 305, and 325; and four mathematics courses including MTH 122, 123, and two of the following: MTH 124, 335, 370, 410, and either 114 or 316.

Additional requirements for the computer science track of the B.S. degree are ten 300-level, or above, computer science courses including CSC 300, 305, 325, and either 470 or 495; five mathematics courses

including MTH 122, 123, and three of the following: MTH 124, 335, 370, 410, and either 114 or 316; and five additional hours in computer science. PHY 101/102 or 121/122 must be taken as general requirements.

Additional requirements for the business track of the B.S. degree include CSC 286, 300, 495, and three of the following: CSC 315, 325, 405, 415, 425, and 430; BUA 160, 240, 355, 371, 380, 440 and five additional hours in business excluding BUA 151; MTH 122; MTH 360 or BUA 372; and MTH 114 or 316. ECO 101 must be taken as a general requirement.

Additional requirements for the minor include four 300-level, or above, computer science courses, including CSC 300.

The accomplishment of these objectives will be demonstrated by the following:

1. satisfactory performance on a programming test. This test will be based on the concepts learned in CSC 199 and 299 and should be taken at the end of the quarter in which the student completes CSC 299. The test will be offered once at the end of every quarter in which CSC 299 is offered. The test must be satisfactorily completed by the end of the quarter in which the student reaches a total of 135 hours of coursework, but under no circumstances will the students be allowed to take the test more than four time prior to and including that quarter. If the test has not been completed satisfactorily by that time, the student will not be allowed to continue in either the B.A. or the B.S. degree programs in computer science.
2. satisfactory performance by the student in delivering a presentation at a regularly scheduled Computer Science Department seminar. This presentation will be developed with the approval of and possible input from the computer science faculty.
3. satisfactory completion of an assessment portfolio to be kept on each computer science major. The purpose of this portfolio will be to aid in assessing the professional development of each student and the growth of the student's programming skills as the student progresses through the computer science curriculum. Each portfolio will include the programming test described in item (1) above, a program selected by the instructor from CSC 325, three additional examples of the student's work, a copy of the student's resume, material from the departmental seminar presentation made by the student and described in item (2), and a copy of the student's Internet home page. The three examples of the student's work mentioned above must be approved for inclusion by faculty consensus. Maintaining the portfolio is the responsibility of the student. Additional information about the portfolio is available from the department.

Students who complete the computer science major have a wide range of employment opportunities. These include positions in sales, programming, and data processing and control. Graduates of the computer science degree program at LaGrange College have secured positions as systems engineers,

data processing managers, systems analysts, customer service representatives, and computer technicians, as well as other positions. Companies employing these graduates include Milliken & Co., Bell South, Texas Instruments, General Motors, the U.S. government, the state of Florida, Hughes Aircraft, West Point Stevens, Total System Services, and others.

In addition, a number of graduates have gone on to graduate school in areas such as computer science and electrical engineering.

Course Descriptions

151. BASIC Programming. (5)
An introduction to programming and algorithm development using the language BASIC.

160. Introduction to Networks and Unix. (2)
A course designed to teach students how to use the LaGrange College network and the basic Unix commands needed to use the network effectively. The student will also learn how to use the Internet.

161. Introduction to Editing and System Languages. (2)
This course is designed to assist and familiarize the student with the operating system of a minicomputer and with the various editing techniques that are available. The course is designed for computer science students and for those who need to learn the Unix operating system.

NOTE: This course may be repeated once by any student who took it prior to Fall Quarter 1987.

163. Introduction to Microcomputers. (2)
This course is designed to assist and familiarize the student with the operation of a personal computer. The course covers personal computer applications such as word processors and spreadsheets. It also briefly covers how to use the LaGrange College network.

164. Advanced WordPerfect. (2)
The study of WordPerfect involving more advanced techniques than in CSC 163.
Prerequisite: CSC 163.

165. Advanced Lotus. (2)
The study of Lotus 1-2-3 involving more advanced techniques than in CSC 163.
Prerequisite: CSC 163.

170. Windows Applications Software. (5)
This course is designed to familiarize the student with applications software using the Windows operating environment of the PC. The topics may vary each time the course is offered. Possible titles may include Microsoft Office, Windows 95, etc.

199. Introduction to Algorithmic Design. (5)
Problem solving and algorithmic design in a procedural language. Structured programming concepts, debugging and testing, documentation.

280. FORTRAN Programming. (5)
The study of FORTRAN, a language used primarily in science, mathematics and engineering.

285. COBOL Programming I. (5)
The study of COBOL, a language used primarily in business data processing applications. Emphasis on information retrieval problems. Team project required.

286. COBOL Programming II. (5)
Advanced programming concepts with a strong emphasis on ISAM files and interactive programming.
Prerequisite: CSC 285.

296. C Programming. (5)
Advanced programming concepts using the language C, which is a general-purpose language implemented on a Unix operating system.
Prerequisite: CSC 199 or any 200-level CSC course.

299. Algorithmic Design. (5)
A continuation of CSC 199. Further development of techniques for program design, program style, debugging and testing, especially for larger programs. Introduction to algorithmic analysis. Introduction to the basic aspects of string processing, recursion, internal search/sort methods, and simple data structures.
Prerequisite: CSC 199.

NOTE: CSC 199 IS A PREREQUISITE FOR ALL OF THE FOLLOWING COURSES.

300. Introduction to Computer Systems. (5)
Computer structure and machine language, assembly language programming. Addressing techniques, macros, file I/O, program segmentation and linkage, assembler construction, and interpretive routines.

305. Introduction to Computer Organization. (5)
Basic logic design, coding, number representation and arithmetic, computer architecture, and computer software.

315. Introduction to File Processing. (5)
Concept of I/O management (fields, keys, records, and buffering). File organization, file operations, and data structures. Time and storage space requirements. Data security and integrity.
Prerequisite: CSC 300 or 325 or consent of instructor.

325. Data Structures. (5)
Review of basic data structures such as stacks, queues, lists, and trees. Graphs and their applications. Internal and external searching and sorting. Memory management.

331. Organization of Programming Languages. (5)
An introduction to the structure of programming languages. Language definition structure, data types and structures, control structures and data flow. Run-time consideration, interpretative languages, lexical analysis and parsing.
Prerequisite: CSC 300 or consent of instructor.

335. Digital Computer Architecture. (5)
Structures for the central computer are studied; arithmetic logic units, machine language features, information transfer, memory hierarchy, channels, etc.
Prerequisite: CSC 305.

370. Discrete Mathematical Structures in Computer Science. (5)
An introduction to the mathematical tools for use in computer science. These include sets, relations, and elementary counting techniques. Algebra and algorithms, graphs, monoids and machines, lattices and Boolean algebras, groups and combinatorics, logic and languages will also be involved.
Prerequisite: MTH 123 or consent of instructor.

405. Database Management Systems Design. (5)
Introduction to database concepts using SQL and Oracle. Data models, normalization, data description languages, query facilities. File organization, index organization, file security, and data integrity and reliability.
Prerequisite: CSC 315 or consent of instructor.

410. Numerical Methods. (5)
Introduction to numerical analysis with computer solution. Taylor series, finite difference calculus, interpolation, roots of equations, solutions of linear systems of equations, matrix inversion, least-squares, numerical integration.
Prerequisite: MTH 124 or consent of instructor.

415. Advanced Program Design. (5)
A formal approach to techniques in software design and development. Includes structured programming concepts, organization and management of software development. A large-scale software project will be developed by students working in teams.
Prerequisite: CSC 325.

420. Theory of Programming Languages. (5)
Review of grammars, languages, and their syntax and semantics. Scanners, parsers, and translation.
Prerequisite: CSC 331.

425. Algorithms. (5)
A study of problems and their algorithmic solution. Algorithms will be chosen from areas such as combinatorics, numerical analysis, systems programming, and artificial intelligence. Domain independent techniques will also be included.
Prerequisite: CSC 325.

430. Computer Graphics. (5)
Graphics characteristics and graphics-related language features. Animation. Software tools for computer graphics. Analytic geometry and computer graphics. Basics of 3-D graphics. Hidden line and hidden surface routines.
Prerequisite: CSC 300 or consent of instructor.

450. Operating Systems. (5)
A course in systems software that is largely concerned with operating systems. Such topics as process management, device management, and memory management are discussed, as are relevant issues associated with security and protection, networking, and distributed operating systems.
Prerequisite: CSC 300 or consent of instructor.

451-2-3. Special Topics. (5)
This series of courses will provide the student with material not covered in the courses above. Topics such as telecommunications, microcomputer interfacing, artificial intelligence, automata theory, survey of modern languages, fourth-generation languages, operating systems, and object-oriented design will be covered.

Prerequisite: Determined by topic.

470. Research in Computer Science. (1-5)
Research project or paper in computer science. Designed for those students who need it to fulfill the research component of the B.S. degree in computer science. Student must present a course description in writing to the department chairman to be approved by the end of preregistration during the quarter prior to enrolling for the course.

495. Independent Study. (5)

Criminal Justice

A student may seek an Associate of Arts degree in criminal justice or may elect criminal justice courses as part of another program.

Students completing an A.A. degree will have a general education liberal arts orientation with a basic theoretical and practical understanding of the criminal justice system.

To accomplish these objectives students will take the following courses:

1. Completion of four hours of physical education or its equivalent, or criminal justice/sociology electives.
2. Satisfactory completion of the general education curricula.
3. Satisfactory completion of the following criminal justice core courses:
   Criminal Justice 101 — Introduction to Law Enforcement — 5 hrs.
   Criminal Justice 102 — Introduction to Corrections — 5 hrs.
   Criminal Justice 103 — Police Administration — 5 hrs.
   Criminal Justice 301 — Criminal Law I — 5 hrs.
   Criminal Justice 302 — Criminal Law II — 5 hrs.
   Criminal Justice 303 — Criminal Investigation — 5 hrs.
   Criminal Justice 306/Dual listed Sociology 306 — Juvenile Delinquency — 5 hrs.
   Criminal Justice 307/Dual listed Sociology — Criminology — 5 hrs.

   Total Hours — 95

In addition to the above listed requirements the accomplishment of the A.A. objectives will be demonstrated by an interview with an examination panel of selected law enforcement officers.

Students who complete the A.A. degree in Criminal Justice have career options that include:

1. Law Enforcement
2. Correctional Services

Course Descriptions:

100. Firearms Familiarization. (2)
This course provides the criminal justice student with the basic knowledge of proper use and safe handling of a handgun for the purpose of self-defense within the boundaries of the law.

101. Introduction and Law Enforcement. (5)
A very broad orientation and introduction to the field of law enforcement.

102. Introduction to Corrections. (5)
A course designed to provide an overview of the United States correctional system.

103. Police Administration. (5)
A study of policy organizations and their related managerial functions.

104. Introduction to Police Operations. (2)
A course designed to provide students with the basic knowledge of how a police department functions within the realm of city ordinances, state and federal laws.

301. Criminal Law I. (5)
An overview of criminal procedure from arrest and trial through appeal.

302. Criminal Law II. (5)
A review and analysis of the elements of American criminal statutes.

303. Criminal Investigation. (5)
A study of the scientific, procedural and intuitive aspects of the investigation of crimes against persons and property.

306. Juvenile Delinquency. (5)
An analysis of the nature and causes of juvenile delinquency and an evaluation of treatment or preventative programs in this area of behavior.

307. Criminology. (5)
A study of criminal behavior and its treatment. An overview of treatment of the offender by means of imprisonment, probation, and parole.

Dance

The following courses in dance are offered. Dance courses fulfill the general education physical education requirements.

106. Folk and Square Dance. (1)
Experiences in the techniques of various forms of folk and square dancing.

140. Beginning Tap. (1)
An introduction to the basic techniques and skills of tap as they apply to musical theatre.

150. Beginning Jazz. (1)
An introduction to the basic techniques and skills of jazz as they apply to musical theatre.

151. Intermediate Jazz. (1)
A continuation of DAN 150.

160. Beginning Ballet I. (1)
An introduction to the basic techniques of skills of classical ballet. This course incorporates barre exercises stressing correct placement and conditioning of muscles to balletic control, along with center floor exercises emphasizing skills learned at barre.

161. Beginning Ballet II. (1)
A continuation of Beginning Ballet I, increasing the variety of steps learned.

162. Beginning Ballet III. (1)
A continuation of Beginning Ballet II, combining more steps in center floor practice.

163. Intermediate Ballet I. (1)
Classical ballet class consisting of barre and center floor work introducing epaulement, adage, pirouettes, petite allegro and grand allegro combinations.

164. Intermediate Ballet II. (1)
A continuation of Intermediate Ballet I.

165. Intermediate Ballet III. (1)
A continuation of Intermediate Ballet II.

170. Advanced Ballet. (1)
The most challenging level of classical ballet consisting of a more intricate barre and center, increases of tempo, multiple pirouettes and tours, and more sustained adages. The student will work not only on clarifying technique but on performing skills as well.

Economics

I. Introduction:

The Economics and Business Administration faculty members intend to accomplish three primary goals, within the context of a liberal arts educational environment, and with the highest possible level of professional competence. The goals are to help students develop (1) increased understanding of the nature and purposes of our business system and of our economic system, and of the relationship of business to the socio-economic system in which it operates; (2) increased understanding of and proficiency in the major business functions; and (3) increased understanding of micro- and macro-economic theory and policy choices.

The program is designed to serve both the general student population and department majors. As a contribution to the general requirements area, the department provides an introduction to economic analysis with ECO 101. **Contemporary Economic Issues.** The department also provides opportunities for students majoring in other areas to supplement their curricula by taking courses which can help them increase their understanding of the role and functioning of business, and of our economic system. This is particularly pertinent for majors in the social sciences and computer science.

For students who elect to move beyond this introduction and pursue a major, the department offers several undergraduate degree programs. Students can pursue the A.A. degree with a major in business; a B.A. with a major in business, or in economics; or the Bachelor of Business Administration degree, with a concentration in either accounting, business economics, or general business — management. The department also offers course work leading to the Master of Business Administration degree.

The department provides for the majors the background to enter graduate and professional schools, and to obtain employment in a wide variety of firms.

II. Objectives:

Economics:

For non-majors, the economics course offerings seek to provide students with a general understanding of basic economic principles and to supplement their major field of study with elective courses in various areas of applied economics.

For majors, the economics curricula seeks to prepare students for professional careers in the private or public sector as well as to prepare them for additional academic endeavors in economics or business administration at the graduate level.

Students completing a major in economics will have a thorough understanding, at the intermediate level, of micro- and macro-economic theory and policy choices plus a solid foundation in quantitative analysis. They will also be well informed in the historical development of economic thought and will have surveyed various specialized areas of applied economics.

III. To accomplish the objectives students will take the following courses:
Bachelor of Arts (major in Economics)

ECO 201 Principles of Micro-economics
ECO 203 Principles of Macro-economics
ECO 301 Intermediate Micro-economics
ECO 302 History of Economic Thought
ECO 303 Intermediate Macro-economics
ECO 325 International Economics
ECO 331 Money and Banking
ECO 395 Junior Seminar
ECO 451 Senior Seminar

15 additional hours in economics or selected MTH courses with advisor's approval.

MTH 114 Statistics
MTH 122 Anal. Geometry & Calculus I

IV. The accomplishment of these objectives will be assessed after an intensive review of the student's progress and accomplishments. The student will demonstrate this competence by a satisfactory score on a comprehensive examination, which may include both written and oral segments. This departmental assessment must be taken during the senior year and may be repeated as necessary.

V. Students who complete the majors offered in the department have found employment in a number of organizations, including public service (military and non-military, federal, state or local), education, manufacturing, finance and retailing. Our graduates are self-employed, or work for small or large organizations.

VI. Course Descriptions:

101. Contemporary Economic Issues. (5)
This is a basic economics course for non-majors. It is designed to provide students with an understanding of introductory economics principles to analyze, from an economic perspective, issues such as the population explosion, poverty, energy, pollution, unemployment, inflation, etc.

201. Principles of Micro-economics. (5)
Price Theory: The study of the economic behavior of individual households and firms. Distribution Theory: The study of how factor prices are determined. Price and output decisions are examined under various types of market structures.

203. Principles of Macro-economics. (5)
General Introduction to economics, the determination of the aggregate levels of income, output, employment and prices and the examination of fiscal and monetary policies.

301. Intermediate Micro-economics. (5)
At the intermediate level, analysis of the processes by which the behavior of individuals and firms under different market conditions affects the allocation of resources in a market-oriented economy.
Prerequisite: ECO 201, or consent of instructor.

302. History of Economic Thought. (5)
Attempts to relate the history of economic thought to the intellectual tendencies of various periods in an effort to explain how and why economic thought evolved at a given time.
Prerequisites: ECO 201, 203, or consent of instructor.

303. Intermediate Macro-economics. (5)
At the intermediate level, analysis of the factors that determine the general level of prices, output, and employment as well as an examination of fiscal and monetary policies in an open economy.
Prerequisite: ECO 203, or consent of instructor.

310. Managerial Economics. (5)
Focuses on the use of micro-economic principles and mathematical/statistical tools as basis for analyzing business decisions.
Prerequisite: ECO 201, or consent of instructor.

312. Economic History of the United States. (5)
A study of the economic development of the United States, from colonial times to the present. Attention is paid to the influence of individuals, geography and institutions to the economy of the United States.

322. Social and Legal Environment of Business. (5)
A study of current social problems faced by business with particular attention paid to the background factors giving rise to those problems, various proposed solutions, and the approach that is currently being followed.
Prerequisite: Senior standing, or consent of instructor.

323. Comparative Systems. (5)
A study, and an evaluation of the theories underlying present day economic systems. Factors relating to the development of sample economics are explored. Policies currently being followed as well as proposed changes are discussed, with respect to maintenance of full employment, distribution of income and economic growth.
Prerequisites: ECO 201, 203, or consent of instructor.

325. International Economics. (5)
A study of the different theories of international trade and evaluation of the effects of regional economic integration and restrictions to world trade. An examination of the mechanisms of international payments, the foreign trade exchange markets and balance of payments adjustments under different exchange rate systems.
Prerequisites: ECO 201, 203, or consent of instructor.

331. Money and Banking. (5)
Study of banking and other financial institutions, as well as the examination of different schools of thought on monetary policy and theory.
Prerequisite: ECO 203, or consent of instructor.

332. Public Finance. (5)
Analysis of the impact of governmental expenditures, taxation and credit upon production and the distribution of income. Examination of the structures of the federal, state and local tax systems.
Prerequisites: ECO 201, 203, or consent of instructor.

342. Government and Business. (5)
A study of the interrelationships between the public and private sectors — the relationship between government and business, between government and labor, and government and agriculture. An examination of the reasons for, and the development of legislation, and case law relating to the relationship between the public and private sectors. A study of the rise of administrative law, and the regulatory agencies.
Prerequisites: ECO 201, 203, or consent of instructor.

343. Labor Economics. (5)
A study of the problems of wages and employment, from both a micro- and macro-economic approach. An examination of the goal of full employment in relationship to fiscal policy. A study of labor market considerations. A study of organized labor and collective bargaining.
Prerequisites: ECO 201, 203, or consent of instructor.

395. Junior Seminar. (2)
This course seeks to begin facilitating students' transition from college to the business world or to graduate school. Emphasis is given to resume preparation, interviewing and other aspects career/graduate school search.
Prerequisites: Junior standing with at least 30 credit hours required for major.

451. Senior Seminar. (3)
As one of the capstone courses the Senior Seminar seeks to promote students' integration of major concepts covered separately in prior courses. It also serves as a follow up on the career/graduate school search initiated in the Junior Seminar.
Prerequisites: Senior standing with at least 50 credit hours required for major.

460. Internship in Economics. (5-15)
Practical experience through placement of selected majors in private/public firms or organizations. No more than five credit hours per quarter for a maximum of 15 credit hours may be taken in internship.
Prerequisites: Senior major in economics, 3.00 or higher G.P.A. and/or recommendation of business/economics department faculty.

Education

Introduction

The department of Education offers a wide range of courses to meet a variety of needs and demands. The education curriculum at LaGrange College serves four basic purposes.

1) to provide for development of those professional understandings and abilities which are essential to the professional role to be assumed by the student.
2) to provide planned and carefully guided sequences of field experiences. **This will require students meeting with their classes prior to making work plans.**
3) to provide programs in Early Childhood Education, Middle Grades Education, Secondary Education, and Art Education at the undergraduate level which are approved by the Georgia Professional Standards Commission.
4) to provide programs leading to the Master of Education degree in Early Childhood Education and Middle Childhood Education which are fully accredited by the Southern Association of Colleges and Schools and the Georgia Professional Standards Commission.

Teacher Certification

LaGrange College offers a variety of degree programs which are approved by the Georgia Professional Standards Commission and lead to certification in Georgia. Students desiring to be certified upon completion of their programs should plan to work especially close with their advisers since certification requirements are subject to change.

At the undergraduate level, completion of an approved program conducted by the college and a qualifying TCT score entitles a student to receive an Initial Clear Renewable Certificate.

Master of Education programs (Please see Graduate *Bulletin*).

Admission to Undergraduate Teacher Education

In order to be admitted to Teacher Education, a student must meet the following criteria:

A. Have an overall GPA of 2.50 or better.
B. Writing proficiency — a grade of C or better in English 101, 102, and 103.
C. Oral proficiency — a grade of C or better in a speech course. (SPC 105)
D. Past performance — a recommendation from a former college professor.

E. Prognosis for success — an evaluation during Education 199, introduction to Education pertinent to:
   a. attendance
   b. attitude
   c. cooperation
   d. oral and written delivery skills
   e. enthusiasm for teaching, etc.
F. Complete the form for admission to teacher education and file in the registrar's office.

A student that has not met all the above criteria may be admitted provisionally provided he or she has an overall GPA of 2.50 or better. An education major whose GPA drops below 2.50 will be placed on departmental probation and has two quarters in which to remove the probationary status. Failure to do so will result in being dropped from the teacher education program.

General Education Requirements

All students planning to complete approved programs of Teacher Education to qualify for a teaching certificate must complete at least 20 quarter hours in the humanities and social sciences outlined below. Additionally, 10 quarter hours in natural sciences and 10 quarter hours in mathematics are required. It should be noted that English 101, 102, 103 and Speech 105 are prerequisites for admission to undergraduate teacher education and are not counted as part of this 60 quarter-hour requirement.

Humanities	**Social Sciences**	**Natural Sciences and Mathematics**
Drama	Economics	Biology
English	Geography	Chemistry
Fine Arts	History	Earth Science
Foreign Languages	Political Science	Geology
Music	Psychology	Mathematics
Philosophy	Sociology	Physics
Religion		
Speech		

Curricula for Professional Education

The curricula outlined for teacher education candidates are so arranged that a student may qualify for certification in art education, early childhood education, middle grades education, or secondary education as approved by the Georgia Professional Standards Commission. For secondary certification planned programs are offered in English, history, mathematics, biology and chemistry.

To complete an approved program of teacher education in any field, these steps must be followed: (1) admission to teacher education, (2)

admission to student teaching at the beginning of the quarter prior to student teaching, (3) an overall 2.50 GPA in the Bachelor's degree program, (4) a C or better in all courses applied to the teaching field and in the professional education courses, and (5) application for the teaching certificate at the end of the final quarter. Conferences with the student advisor are required at each step.

OBJECTIVES

Approved Program in Early Childhood Education

Students completing the Early Childhood Education Major will:

1) develop a thorough understanding of the social, intellectual, physical, and emotional development of the child from birth to approximately eight years.
2) identify the nature of learning and behaviors involving the young child.
3) construct a curriculum appropriate to the needs of the young child.
4) utilize existing knowledge about parents and cultures in dealing effectively with children.
5) gain a thorough knowledge of the fundamental concepts of appropriate disciplines and to relate them to the young child's understanding.
6) identify the value, place and responsibilities of para-professionals in the differentiated teaching staff.
7) develop his maximum potential through the provision of a succession of planned and guided experiences:

In order to achieve these objectives, students will take the following courses:

Professional courses: Education 199, 342, 360, 365, 449, 459, 490C.

Specialized subject matter: Art 331; Education 317, 319, 341, 355, 455, 458; Health and Physical Education 320, 331.

Approved Program in Middle Grades Education

Students completing the Middle Grades Education Major by June, 1997, will:

1) demonstrate knowledge of middle grade learners in actual learning situations
2) identify appropriate instructional strategies and created environments to meet the social, emotional, physical and academic needs of individual children and small groups of children with diverse cultural backgrounds.
3) understand research, professional practices, issues, trends and literature essential for effective teaching throughout the teaching field — with special emphasis on the middle grades (4-8).

4) understand diagnostic tools and approaches necessary for assessing needs of individual students, planning to meet those needs, and evaluating individual growth.
5) be aware of need to modify instruction and change strategies based on the learning outcomes of previous activities.
6) demonstrate appropriate professional traits in terms of classroom management, discipline, preparedness, and interaction with co-workers.

In order to achieve these objectives, students will take the following courses:

Professional courses: Education 199, 363, 449, 459, 490M; Psychology 202, 304.

Core courses: Education 318, 322, 356, 456 and 457.

Major concentrations must be selected from the following: mathematics, language arts, science, or social studies.

The twenty-five hour major concentration will include EDU 355 and the methods course for area selected (EDU 318, 322, 455 or 457).

Minor concentrations may be selected from mathematics, language arts, science, social studies or from health, physical education and recreation, or art.

The twenty hour minor concentrations will include the methods course for area selected.

Middle Grades Cohort Program

Beginning Fall quarter, 1997, students in the **Middle Grades** program will be organized as a cohort and will begin and end the program together. If a student misses a quarter and gets out of sequence they will have to wait for the appropriate time the next year and join the next cohort.

Courses will be predominately school-based. They will be interdisciplinary in nature and may be part of a 15 hour block so the transfer of education courses from other colleges will not take place.

Any student now attending LaGrange College and planning on joining the first Middle Grades cohort group in the Fall of 1997 should contact the Education department at the beginning of their Sophomore year when they will be assigned an advisor from the Education department.

ENTRANCE REQUIREMENTS

- basic competency test and writing sample
- completion of all **core requirements**
- minimum 2.5 grade point average
- interview with admissions committee

Approved Programs in Secondary Education

In secondary education a major is required in the chosen teaching discipline. Approved programs are listed in this catalogue under the major

department. The Education Department cooperates with other departments in counseling students about their choice of majors. The objectives for each area of specialization is listed in the catalogue under the major department.

In order to achieve the objectives, the student will take the following courses:

Professional courses: Education 199, 362, 449, 459, 490S; Psychology 202, 304.

Additionally, a method's course, taught by the Department in which a student is majoring is required. Education 356 is required for English certification.

Courses in English: All courses required for the major.

Courses in secondary science (Biology): Biology 101, 102 and 40 additional hours of Biology approved by the major adviser; Chemistry 101, 102, 351 and 352; Physics 101, 102 and 103, Math through 101 or 122 and 114 or 316; Biology 318. This program satisfies the requirements for a major in Biology.

Courses in secondary science (chemistry): Chemistry 101, 102, 103, 351, 352, 353, 361, 362, and 15 additional hours in chemistry; fifteen hours of biology; Computer Science 163; fifteen hours of physics; Mathematics 122; and Chemistry 318. This program satisfies the requirements for a B.A. major in chemistry.

Courses in history: History 101, 102, 111, and 112; two courses from 307, 308, 310 and from 330, 331, 332, 372, 374, 375; History 490, Senior History Seminar; History 360, Social Science Methods; and three additional courses at the 300 level in history. One 300 level course in two of the following areas: Economics, Sociology, Political Science. The Department strongly recommends that students seeking certification select History 315 and 306 as electives and background for the Georgia Teacher Certification Test.

Courses in mathematics: Mathematics 122, 123, 124, 306, 310, 316, 322, 333, 335, 340, plus two additional mathematics courses as approved by the department chair. Also, Computer Science 151 and 163 are required.

Approved Program in Art Education

The art education curriculum is designed to meet the State of Georgia requirements for kindergarten through twelfth grade teacher certification in art.

The objectives for students who complete the approved program in art education are:

1) to be competent in a wide range or expressive media and have an understanding of the traditions of particular media
2) to be aware of and be able to present the means, through visual expression, to humanize a growing technological society

3) to be sensitive to a wide array of visual expression and be able to relate historically, culturally, and ethnically to various forms of image, symbolic and representation
4) to be cognizant of various methodologies for teaching art and be able to discern the best methods for diverse teaching requirements
5) to present art and art-related activities as vocational and avocational objectives
6) to be teachers who are themselves practicing artists and active in promoting the visual arts in their communities.

In order to achieve these objectives, students will take the following courses:

Professional courses: Education 199, 362, 449, 459; Psychology 149, 202, and Art 171, 172, 173, 180, 312, 321, 323, 331, 490.

CAREER OPTIONS

Students who complete an education major should be well-prepared to teach in their chosen fields as well as pursue an advanced degree. Education majors have many career options. Some jobs taken by recent graduates include management and supervisory positions in business and industry, flight attendants, travel agents, day care directors, and teachers and directors of church related pre-school programs.

Course Descriptions

199. Introduction to Education. (5)
An introduction to the field of education. †
Prerequisite to all other education courses.

***317. Science for Early Childhood Teachers. (5)**
An introduction to the process of concept formation in science for the pre-school child by means of science observations and explanation of the natural world. †

***318. Science in the Middle Grades. (5)**
An introduction to the major ideas and accomplishments in all fields of science, with particular reference to the needs of science, with particular reference to the needs of the middle childhood teacher. †

319. Mathematics for Early Childhood Teachers. (5)
A study of mathematical concepts unique to early childhood education. †
Prerequisite: Mathematics 101.

322. Mathematics for Middle Grades Teachers. (5)
A study of mathematical concepts unique to middle school education and effective techniques and procedures of instruction. †
Prerequisite: Mathematics 101.

333. Exploring Multimedia. (5)
This course will provide teachers and students the opportunity to use multimedia equipment which will enable them to combine text, colorgraphics, picture images, music, voice, and full motion video. Participants will experience and work with the latest multimedia computer technology.

341. Children's Literature. (5)
A course in children's literature from picture books through adolescent pieces. Focuses on genres as well as ethnically and culturally diverse literature. Examines strategies for implementing literature in the classroom.

342. Child Development. (5)
Basic principles of child growth and development from birth to 9 years. Studies theories of child development; and physical, cognitive, language, and social development. Special emphasis on impulse control, ego development, and discipline techniques for young children. †

***355. Teaching of Reading for Early Childhood. (5)**
Foundations course for the teaching of reading. Examines teaching strategies, different approaches to reading, assessment procedures, and classroom organizational patterns in terms of their effect upon the child's expected course of reading development. Emphasis on diagnosis of reading problems, prescription for their remediation, and strategies for implementation. Field experience required. †

***360. Early Childhood Curriculum and Methods. (5)**
Considered theories, values, and practical aspects of curriculum development. Explores the use of planning tools, assessment techniques, learning objectives, and taxonomies. Studies methods of classroom procedure, functional units, use of various types of media, evaluation of pupil growth. Field experience in grade K-4 required. †
Prerequisite: Education 449 or permission of instructor.

***362. Secondary Curriculum and Methods. (5)**
A general methods course for prospective secondary teachers. Appropriate specific subject-matter, problems of curricula, classroom management, supervised study, and observation in public secondary schools. †
Prerequisite: Education 449 or permission of instructor.

***363. Curriculum in the Middle Grades. (5)**
A course for Middle Education majors dealing with basic principles of curriculum development. Supervised observation in middle childhood classrooms. †
Prerequisite: Education 449 or permission of instructor.

***365. Early Childhood Practicum. (5)**
Focus is on children and families in a multicultural American society with a particular emphasis on selection and presentation of activities for young children in music, art, and related fields which aid in the development of cognitive competency.

372. Methods of Classroom Management. (5)
A course designed to assist students in investigating and evaluating the relationship between teacher effectiveness and classroom management. Specifically how teacher planning, organization, and effectiveness relate to classroom management. Emphasis will also be given to various roles expected of a teacher, alternative approaches to classroom discipline, both large and small group organization, and awareness of teacher stress, causes, and related problems. †

449. Instructional Media & Technology in Classrooms. (5)
Designed to enable the education student to integrate the use of media into the classroom situation. Introduction to current technology by the use of the internet, educational software, and hardware such as computers, scanners, cameras, laserdisc players, CDI, and other relevant equipment.
Prerequisite: EDU 199 and CSC 163 or permission from instructor.

***455. Early Childhood Language Arts. (5)**
A course dealing with basic approaches and competencies in the teaching of children's literature and language arts skills.

***456. Teaching Reading and Language Arts in the Middle Grades. (5)**
A course dealing with methods of teaching the language arts skills with emphasis on reading, writing, listening, and speaking competencies.

***457. Social Studies in the Middle Grades. (5)**
Objectives, methods, content, and materials in middle school social studies programs. †

***458. Social Studies in the Elementary School. (5)**
Objectives, methods, content, and materials in elementary school social studies programs. †

459. Introduction to Pupils with Special Needs. (5)
A study of identification and diagnostic techniques for teachers related to areas of exceptionality among students and of alternative styles of teaching to meet special needs. †

461. Geography in the Elementary Schools. (5)
Introductory regional geography focusing on map skills and the ways cultural groups around the world use their landscapes and environment.

***490C. Early Childhood Student Teaching. (15)**
Prerequisites: September Experience, senior status; and approval of the Chairman of the Education Department.

***490M. Middle Grades Student Teaching. (15)**
Prerequisites: September Experience, senior status; and approval of the Chairman of the Education Department.

***490S. Secondary Student Teaching. (15)**
Prerequisites: September Experience, senior status; and approval of Chairman of the Education Department.

***Restricted to Education Majors.**
†Field Experience Required

English Language and Literature

INTRODUCTION

The Department of English Language and Literature offers a wide range of courses to meet a variety of needs and demands: English for foreign students; journalism; business and technical writing; English literature, American literature, and continental literature in translation; freshman composition; and basic composition. The aim of the Department is to teach proficiency in the use of the English language and to acquaint students with western literature in its historical context.

CAREER OPTIONS

In a time of increased specialization and highly restricted curricula for future lawyers, physicians, engineers, and business executives, it is misleading to assume that the student interested in language and literature has no career options outside the field of education. While many dedicated people find teaching to be a satisfying livelihood, there is documentary evidence "that training in English and literature, particularly at the college level, is invaluable preparation for futures in four outstanding professional areas: law, medicine, business and federal service" (See *English: The Pre-Professional Major* by Linwood Orange. This pamphlet, published in its fourth edition by the Modern Language Association of American, 1986, is available in the Department of English.)

OBJECTIVES OF GENERAL EDUCATION COURSES

The primary goal of General Education courses in composition and literature is to help students become competent readers and writers by providing them with challenging texts and ample opportunities to practice their skills of critical thinking and expression. Toward this end, the English faculty have set the following five objectives. All students completing the General Education Curriculum will:

(1) demonstrate proficiency in expository writing with Standard English grammar, punctuation, and usage
(2) demonstrate proficiency in critical reading
(3) demonstrate ability to assimilate, organize, and develop ideas logically and effectively
(4) demonstrate an understanding of the rudiments of research-based writing
(5) demonstrate a knowledge of Western literature in its historical context

OBJECTIVES OF ENGLISH MAJOR COURSES

All students completing the baccalaureate program in English will be prepared to pursue careers in which a broad knowledge of literature and a proficiency in critical reading, critical thinking, and expository writing are important. They also will be prepared to pursue graduate studies in English and in other professional areas such as law, medicine, or journalism. In addition, students who wish to prepare for a career in teaching may do so by completing a major in English. For each of these endeavors, English majors will demonstrate the following:

(1) an extensive knowledge of the development of British literature and American literature from their origins to the present
(2) a capacity for interpreting literature, reading critically, and expressing literary ideas, both in oral discussion and in written work
(3) an ability to bring informed critical and analytical judgement to bear on the study of literary issues, both in oral discussion and in written work
(4) a mastery of the techniques of literary research and the use of MLA style
(5) a knowledge of Standard English grammar, punctuation, and syntax
(6) a knowledge of Standard English usage

REQUIREMENTS FOR ENGLISH MAJORS

Prerequisites: Before declaring an English major, students must complete all three required composition courses from the CORE and the two elective literature courses in the General Education Curriculum with no grade lower than a C. At this point, the student is eligible to take 300-level courses. In addition, English majors must complete the American and British literature sequences (204, 205, 206, 207).

Language Requirement: To complete the language requirement, students must take a sequence of three courses in a language OR a sequence of two courses with a substitution of the History of the English Language (ENG 323) in place of the third course. Students choosing the second option may not use ENG 323 as a part of their 50-hour requirement for the major.

Progress in the Major: When a student declares an English major, he or she fills out a plan of study based upon a three-year schedule of course offerings. Students may choose any ten courses (50 hours) at the 300-level or above to complete their major. There are at least two 300-level literature courses offered each quarter, excluding summer. In addition, a Special Topics course (ENG 380) is offered in the spring. All majors are encouraged to take at least one Special Topics course before graduating. Those who contemplate going to graduate school are encouraged to take ENG 311.

Recommended Coursework: Although English majors are free to choose from all of the course offerings, a balance of courses representing language/linguistic, period, author, and novel course offerings is recommended.

A. Language and Linguistics (choose 1):
   ENG 302 Advanced Grammar and Modern Linguistic Studies
   ENG 323 History of the English Language
B. British Literature (choose 3):
   ENG 320 Medieval Literature in England
   ENG 340 English Literary Renaissance
   ENG 350 Restoration & 18th Century Literature
   ENG 361 English Romantic Poetry and Prose
   ENG 363 Victorian Poetry and Prose
   ENG 370 Modern British Literature
C. American Literature (choose 2):
   ENG 391 American Romanticism
   ENG 392 American Realism & Naturalism
   ENG 393 Twentieth Century American Literature
   ENG 394 Southern American Literature
D. Single Author (choose 1):
   ENG 325 Chaucer
   ENG 335 Shakespeare
   ENG 345 Milton
E. Novel Courses (choose 1):
   ENG 351 Rise of the Novel
   ENG 361 Nineteenth Century Novel
   ENG 371 Twentieth Century Novel
F. Electives (choose 2):
   (Note: Students may also choose from the courses not already selected above.)
   ENG 300 Methods of Teaching Secondary English
   ENG 310 Advanced Creative Writing
   ENG 311 Literary Theory and Modern Criticism
   ENG 313 Classical Backgrounds
   ENG 314 Masterpieces of Continental Literature
   ENG 380 Special Topics in English

REQUIREMENTS FOR ENGLISH MINORS

A minor in English consists of 30 hours of courses at the 200 level or above. CORE composition courses and literature courses used to complete General Education requirements may not be counted for the English Minor. A minimum of three courses must be chosen from 300 level course offerings.

Students wishing to form a concentration in Journalism as a minor must take Journalism I and II (ENG 251 and 252) and four of the following courses:

ENG 250 Introduction to Creative Writing
ENG 253 Business and Technical Writing
ENG 255 Writing About Film
ENG 261 Peer Editing

ENG 310 Advanced Creative Writing Workshop
ENG 381 Special Topics in Journalism

TEACHER CERTIFICATION IN ENGLISH

Students who wish to become certified for teaching English in secondary schools must take ENG 300 in addition to meeting all the requirements of the English major. Such students should consult with their adviser in the Education Department regarding education courses required for certification.

ASSESSMENT

Success in achieving the objectives of the English Major program will be demonstrated in the following ways:

(1) completion of each major course with a grade of C or better
(2) completion of an exit examination
(3) satisfactory score on the TCT test for those seeking certification in secondary education in English

During the junior year each student must take the ETS Major Field Achievement Test in Literature in English. At least one quarter prior to graduation each student is required to take the ACAT for Literature in English. Students wishing to pursue graduate studies in English or law are encouraged to take the GRE or LSAT.

AWARDS

The English Department gives two awards to outstanding senior English majors during Honor's Day Convocation: the Walter D. Jones Award for Excellence in Composition and Scholarship and the Murial B. Williams Award for Excellence in Literary Studies. The first award is given to the student whose paper written for a major course is judged as outstanding by an impartial panel of reviewers. The second award is given to the student who is deemed by the English faculty to demonstrate the highest standards of scholarship and contributes the most to the advancement of literary studies among English majors at LaGrange College.

WRITING CENTER

The Department of English Language and Literature has established a Writing Center which is located in Banks Library. This center serves the college community by providing advice and support for student writers. The center is directed by a qualified professional who trains upperclass students serving as peer writing consultants. The hours of the center are posted each quarter.

Course Descriptions

100. Basic Composition. (3) Fall, Winter, Spring.
Instruction and practice in the fundamentals of expository writing, including paragraph development, organization, logic, grammar, and mechanics.

101. Composition I. (3) Fall, Winter, Spring.
Introduction to expository writing, emphasizing the essay form, the writing process, and rhetorical modes of thesis development. Students use conference days for peer editing and consultation with instructors.
Prerequisite to all higher-numbered English courses.

102. Composition II. (3) Fall, Winter, Spring.
Introduction to critical thinking and writing about literature, emphasizing reading strategies and analytic writing. Students use conference days for peer editing and consultation with instructors.
Prerequisite to all higher-numbered English courses.

103. Composition III. (3) Fall, Winter, Spring.
Introduction to interdisciplinary writing, emphasizing research techniques and methods of documentation. Students use conference days for library research, peer editing and consultation.
Prerequisite to all higher-numbered English courses.

204. British Literature I. (5) (On demand)
A survey of British literature from the Anglo-Saxon Period through the Eighteenth Century. Short critical essays required, with at least one entailing documentation.

205. British Literature II. (5) (On demand)
A survey of British literature from the Romantics through the Modern/Postmodern Period. Short critical essays required, with at least one entailing documentation.

206. American Literature I. (5) (On demand)
A survey of American Literature from the Colonial period through American Romanticism. Short critical essays required, with at least one entailing documentation.

207. American Literature II. (5) (On demand)
A survey of American literature from Realism and Naturalism through the Modern/Postmodern Period. Short critical essays required, with at least one entailing documentation.

208. World Literature. (5) (On demand)
A survey of selected works in translation, emphasizing classics of the Western European tradition. Short critical essays required, with at least one entailing documentation.

250. Introduction to Creative Writing. (5) Winter.
Introduction to fundamentals of imaginative writing. Analysis of professional models, but emphasis upon student work, especially poetry and fiction.

251. Journalistic Writing I. (5) Fall.
An introduction to basic types of writing for newspapers: news, feature, interview, review, and editorial.

252. Journalistic Writing II. (5) Winter.
Advanced instruction and practice in writing news, features, and editorials. Course also will involve copy editing and lay-out and design of news pages.

253. Business and Technical Writing. (5) Spring.
A study of the basic communication skills needed to prepare business and technical publications in today's world. Special attention given to format and correct usage.

255. 256. Writing About Film. (5) (On demand)
A film authors series, emphasizing important foreign and American films and approaches to writing about them.

261. Peer Editing. (5) Spring.
Instruction and practice in reading and responding to the writing of others. Includes instruction in theories of writing as well as methods of assessment.

280. Topics in Non-fiction. (2) (On demand)
A course focusing on nonfictional modes of writing such as biography, autobiography, environmental writing, journals writing, historical narratives, or travelogues.

Prerequisite to 300-level courses: A grade of C or above in at least two courses from the Literature Electives of the General Education Curriculum.

300. Methods of Teaching English in the Secondary School. (5) (On demand)
A course dealing with the basic approaches and practical competencies in the teaching of language skills and literature.

302. Advanced Grammar and Modern Linguistic Theory. (5) (On demand)
Studies of the main tenets of structural linguistics and transformational grammar with some attention to the relation between linguistic theories and older theories about language. Correlation of traditional grammar skills with modern linguistic theory.

310. Advanced Creative Writing Workshop. (5) (On demand)
An advanced course in imaginative writing. Professional models studied, but student writing emphasized. Workshop may concentrate on fiction or poetry exclusively, or a combination of the two.
Prerequisite: 250. Introduction to Creative writing.

311. Literary Theory and Modern Criticism. (5) (On demand)
An introduction to literary theory integrated with a study of modern and postmodern literary criticism.

313. Classical Backgrounds. (5) (On demand)
An examination of major classics, in modern translation, of Greek, Roman, and Medieval literature.

314. Masterpieces of Continental Literature. (5) (On demand)
Major European classics in translation from the Renaissance through the twentieth century.

320. Medieval Literature. (5) (On demand)
A survey, mostly in Middle English, of English literature to about 1500, excluding works of Chaucer.

325. Chaucer. (5) (On demand)
A survey of Chaucer's work including selections from periods of Italian and French influence as well as *The Canterbury Tales* in medieval English. Consideration will also be given to the progress of Chaucerian influence and criticism.

323. History of the English Language. (5) (On demand)
The historical development of the language, a study of its structure and its relation to other tongues.

335. 336. 337. Shakespeare. (5) (On demand)
The development of Shakespeare's art, as reflected in selected individual plays or groups of plays. Required for the major in English. May be repeated for credit if different plays are taught.

340. English Literature of the Renaissance. (5) (On demand)
Renaissance English literature to about 1675, excluding Shakespearean drama.

345. Milton. (5) (On demand)
Selected poetry and prose of Milton.

350. Restoration and Eighteenth-Century English Literature. (5) (On demand)
Selected Restoration, Neoclassical, and Pre-Romantic English literature, excluding the novel.

351. The Rise of the English Novel. (5)
A study of the rise of the English novel with an emphasis upon selected works of the late seventeenth century and eighteenth century novelists.

361. The English Novel in the Nineteenth Century. (5) (On demand)
A study of the selected works of Romantic and Victorian novelists.

363. Romanticism in English Poetry. (5) (On demand)
A study of the works of selected major nineteenth century British poets, with emphasis upon lyric verse.

364. Victorian Poetry and Prose. (5) (On demand)
A study of the works of selected major Victorian poetry, with emphasis on Tennyson, Browning, and the Pre-Raphaelites.

370. Modern British Literature. (5) (On demand)
The poetry of Hopkins, Hardy, Housman, Eliot, and Yeats; fictional prose since Hardy.

380. Special Topics in English. (5) Spring.
A course offered at the junior/senior level focusing upon a specialized topic in literature, linguistics, or literary theory. May be repeated for credit if topic and materials change.

381. Special Topics in Journalism. (5) (On demand)
Course offered at the junior/senior level focusing on the journalistic field of the instructor, who might also bring in guest speakers related to his or her field.
Prerequisites: Journalism I and II (ENG 251, 252)

391. American Romanticism. (5) (On demand)
Major Romantic writers of the United States through Whitman and Dickinson.

392. American Realism and Naturalism. (5) (On demand)
Major writers of the Realistic and Naturalistic movements in the United States.

393. Twentieth Century American Literature. (5) (On demand)
Major writers of the United States since World War I.

394. Southern American Literature. (5) (On demand)
A study of major Southern writers from about 1815 to the present.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

LaGrange College has always been interested in the world community, seeking to foster goodwill and understanding by interpreting the global village at home and the culture here and abroad. One of the means to further this objective is through foreign students studying at LaGrange College. American students have an opportunity to learn from these students, and the foreign students in turn learn not only academics but the language and the customs of Americans.

To assist foreign students in acquiring the English language skills necessary for academic study and promote their understanding of American ways, the college offers intensive language study. Students are placed in appropriate levels to practice and develop the various skills expected of a student. Those who don't know English very well follow a rigorous three-quarter set of courses. The first quarter emphasizes hearing and speaking skills with fundamental grammar familiarization. Extensive pair work provides maximum opportunities to practice. Reading is also practiced in order to promote vocabulary usage and retention. Students are introduced to essential American signs of courtesy and survival information, such as reading for information.

In the second quarter, the classes emphasize work more specifically directed toward the academic classes they attend and life they participate in. Listening skills concentrate on the lecture format with corresponding work to take notes for retention. Reading comprehension is exercised as well as skills such as skimming and scanning, and reading is also promoted for vocabulary acquisition, a primary basis for learning acquisition, and for pleasure. Writing is studied and practiced not only in note-taking but in building paragraphs and simple compositions in preparation for more advanced work in the spring quarter. Students practice speaking throughout the quarter in class discussions, recitations, and in preparing mini speeches to practice the performer's articulation and oratorical skills as well as the other students' listening and note-taking skills. Role-plays are assigned to produce confidence in extemporaneous speech and leadership. Further introduction to the American society is achieved through the readings and projects the students engage in.

The third quarter emphasizes reading and advanced listening skills in the ESL section. The reading materials for this level are similar in complexity to texts used in college courses. By this time, the students are or have been taking some regular academic classes and are aware of the need to continue developing their vocabulary and their reading skill. Listening practice at this stage focuses on the subtleties of meaning expressed in speech through such ways as tone of voice and vocabulary register. The writing component is separated into an English 100 class which introduces

and practices skills that the student will continue to develop in the core curriculum English courses required of all LaGrange students. LaGrange has a profound commitment to the language arts, and through the program for non-native speakers of English, foreign students are able to perform well in English. A student who successfully completes these courses will be able to handle the rigors of academic study in English and feel confident of themselves in the American classroom and campus.

A summer session may be offered with relevant instruction based on pre-course testing. The session will certainly emphasize listening comprehension and speaking facility. In addition, students will get help in succeeding as a student in America and an overview of American culture.

Course Descriptions

010. English for International Students I. (12) with lab Fall.
A course to introduce students to American culture and to familiarize them with principles of grammar, syntax, and paragraph writing. A laboratory, equivalent to two (2) hours credit, will emphasize auditory perception, vocabulary comprehension, and oral conversation.

011. English for International Students II. (12) Winter.
A continuation of ENG 010 at the Intermediate language level with emphasis on developing oral fluency, listening accuracy, reading, and writing skills with grammatical exactitude. Continued studies in American culture with attention given to American academic practices.

012. English for International Students III. (7) Spring.
Advanced level ESOL. Particular attention given to academic listening and note-taking, broad spectrum reading facility, and complex grammar analysis. Research and discussion on relevant aspects of American culture required. To be taken in conjunction with ENG 100.

General Science

The general science courses are service courses for all academic areas of the College. Those students desiring to fulfill the 10-hour science requirement in the General Education Curriculum should take GSC 101 and GSC 102 in sequence. Those fulfilling the 5-hour additional option may take either GSC 101 or GSC 102.

101. Earth Science I. (4 hrs. lec., 2 hrs. lab per week) (5) Fall, Spring, 1997.
An introduction to the concepts, principles, and processes of Physical Geology, with a brief consideration of Historical Geology.

102. Earth Science II. (4 hrs. lec., 2 hrs. lab per week) (5) Winter, 1997.
An introduction to concepts, principles, and processes of Astronomy.

492. History of Science. (5) (On demand)
A survey of the path taken by investigators in science through the ages and the influence of their culture of their work and thought. Primarily a library-discussion course to provide an integrated viewpoint of the various science disciplines. Normally open only to upper division science students.

Health, Physical Education, and Recreation

The curriculum in the Department of Health, Physical Education, and Recreation is composed of two programs. The physical education activities program offers a selection of physical skills classes. These classes are designed to promote physical skill development as well as knowledge in a variety of activity areas including physical fitness and conditioning, dance, aquatics, lifetime leisure pursuits, and traditional team sports. Four quarter hours of physical education activities are required. Students must select four different activities to meet this requirement. Additional hours may be elected. (NOTE: A student may take a particular activity course more than once and receive course credit toward the hours needed for graduation. However, only one hour earned for that course counts toward fulfilling the physical education requirement.)

A 30-hour coursework minor in health, physical education, and recreation is available to any student. Students completing the minor in health, physical education, and recreation will (1) demonstrate knowledge of the profession of health, physical education, and recreation; (2) understand professional practices, issues, trends, and literature essential for effective teaching and coaching; (3) demonstrate appropriate professional behaviors for classroom management and/or athletic coaching. This minor is designed in consultation with the department chair in health, physical education, and recreation.

A minor in Athletic Training also is available. This minor requires 30 hours of course work in physical education and 10 hours of biology as described in the next section.

Objectives of the Athletic Training Minor: Upon completion of the minor the student will:

1. understand the procedures for supervision of a training room
2. be knowledgeable of the prevention, evaluation, management, care, and rehabilitation of athletic injuries
3. demonstrate the capability to work under and understand the roles of a team physician, certified athletic trainer, and physical therapist
4. be knowledgeable of viable avenues of employment and opportunities for graduate studies in athletic training

Criteria for Completion of the Minor

a. satisfactorily complete all course work requirements
b. maintain a 2.5 cumulative G.P.A.
c. complete a minimum of two years and 1500 hours of supervised time with a certified athletic trainer

Requirements for the Athletic Training Minor

HPR 154	Standard First Aid/CPR	2 hrs.
HPR 302	Org./Adm. of P.E./Ath.	5 hrs.
HPR 308	Intro to Biomechanics/Kines	3 hrs.
HPR 330	Athletic Training	5 hrs.
HPR 331	Health Education	5 hrs.
HPR 332	Prevention of Athletic Injuries	5 hrs.
HPR 352	Physiology of Exercise	5 hrs.
	Total	**30 hrs.**

Suggested Course:

PSY 149	Introduction to Psychology	5 hrs.

151. Introduction to Physical Education and Recreation. (5) (On demand)
Introduction to the fields of physical education and recreation.

152. Camping Activities. (2) (On demand)
Study of various camping and outing skills and activities.

153. Camp Leadership and Program. (3) (On demand)
A study of camping in an organized setting and of the leadership skills necessary for the implementation of the camp program.

154. Standard First Aid/CPR. (2) Fall, Winter, 1996.
Identification of emergency situations and selection of correct response. Certification in American Red Cross standard first aid and adult cardio-pulmonary resuscitation.

155. Lifeguard Training. (3) Fall/Spring, 1996/1997.
Development of competencies in swimming and lifeguarding techniques, swimming speed and endurance. American Red Cross lifeguard training certification.
Prerequisites: Current Standard First Aid Certification; Advanced swimming skills (PED 125 or equivalent).

156. Water Safety Instructor. (3) Spring, 1997.
Develop competencies in swimming stroke and instructional techniques. Certification in Red Cross WSI which enables one to teach all levels of the Learn to Swim Program, Basic and Emergency Water Safety courses.

200. Community Health. (2) Fall, 1996.
An investigation of various health care programs available in the community and various health-related issues.

201. Community Recreation. (2) Spring, 1997.
An investigation of various recreation programs available in the community, state and nation.

210. Fitness for Life. (2) Winter, 1997.
A study of basic principles of physical conditioning, weight control, relaxation, and stress management. Students will have the opportunity to devise and implement a personalized fitness/weight control program tailored to individual needs and levels of fitness.

302. Organization and Administration of Recreational and Physical Education Programs. (5) Spring, 1997.
A study of the organization and administration of instructional, intramural, and interscholastic activity programs. Special emphasis on the selection, purchase, and care of safe equipment and facilities.

305. Psychology of Coaching. (5) Spring, 1997.
A study of human behavior in the context of the sporting experience and how performance is affected by the interactions of the coach, athletes and the environment. Emphasis will be on motivation, personality, attributions, disengagement from sport, aggression, leadership, and communication patterns.

306. Techniques of Sports Officiating. (5) (On demand)
Techniques of officiating athletic events; knowledge of the rules of selected sports.

307. Movement Exploration. (3) (On demand)
A study of the perceptual-motor development of the young child. A variety of activities to enhance this development included.

308. Introduction to Biomechanics and Kinesiology. (3) Spring, 1997.
A study of human movement and the actions of forces as they apply to anatomical and functional aspects of the human including: statistics, kinestics, anthropometric measurements, anatomy, and motor behavior.
Prerequisites: MTH 101, BIO 148-149.

310. Skills for Teaching and Coaching Interscholastic Athletics. (5) Winter, 1997.
Analysis of teaching skills and techniques of the different interscholastic sports in high schools.

313. Recreation Leadership. (5) (On demand)
A study of the leadership skills necessary to implement recreation programs and to conduct various recreational functions.

320. Methods in Health and Physical Education in the Elementary School. (5) Fall, 1996.
A study of the objectives, materials, activities, and curricula appropriate for elementary school physical education and health. Supervised observation and practical experiences in the elementary schools.

321. Methods in Health and Physical Education in the Secondary School. (5) (On demand)
A study of the objectives, materials, activities, and curricula appropriate for secondary school physical education and health. Supervised observation in the secondary schools.

330. Athletic Training. (5) Fall, 1996.
Examination of techniques of accident prevention and treatment of minor injuries. Practical experience with prevention and treatment of athletic injuries.

331. Health Education. (5) Winter, 1997.
A study of basic issues and principles in health. Topics include fitness, diet and weight control, nutrition, human sexuality, stress management, death education, aging, and drug and alcohol education.

332. Prevention of Athletic Injuries/Illnesses. (5) Winter, 1996.
A study of the injuries and illnesses occuring in athletics. Topics include but are not limited to: heat exhaustion, heat stroke, abdominal injuries, injury management, emergency triage, anatomical instability, blood borne pathogens, and mechanics of injury.
Prerequisites: BIO 148-149, HPR 154, HPR 330.

340. Adapted Physical Education. (5) (On demand)
Identification of common handicapping conditions. Study and practical application of procedures, organization, materials, and activities for corrective work with individuals in the classroom setting.

350. Tests and Measurements in Physical Education. (5) (On demand)
Selection, administration, and interpretation of physical measurements and tests. Principles of written and skill test construction are emphasized.

351. Sports Statistics. (5) Spring, 1997.
The study of keeping statistical charts and various scorebooks for athletic events.

***352. Physiology of Exercise. (5)** Fall, 1996.
A study of the effects of exercise on the major systems of the human body, including cardiorespiratory, neuromuscular, glandular, and digestive. It also will examine the effects of heat, altitude, and ergogenic aids on the human body during exercise.
Prerequisites: BIO 148-149.

390. Seminar and Lab Practice in Physical Education or Recreation. (1-5) Fall, 1996.
Leadership experience under staff supervision; problems seminar.

400. Field Placement in Recreational Management. (5-15) (On demand)
Directed observation and participation in recreational management and supervisory situations.
Prerequisites: Senior standing, recommendation by the department chair in health and physical education.

***Pending Faculty approval**

Physical Education Activities

Physical education activities may be repeated if a student has completed the general education curriculum (four different activity courses).

Dance may be used to fulfill requirements for physical education activities in the general education curriculum.

Physical education activities are waived for the following students:

A. Veterans who present to the office of the Registrar official evidence of having completed the basic training program in some branch of the Armed Forces. A maximum of four physical education activity courses will be waived; one for each two months served in the Armed Forces.
B. Transfer students who have satisfactorily completed requirements for a junior college degree or who have satisfactorily completed four different physical education activity courses.
C. Students who are 30 years of age or older.
D. Married women with children.

Note: Waiver of the requirements for activity courses does not diminish the overall requirements for graduation (195 quarter hours required for a baccalaureate degree).

102. Beginning Archery. (1) Coed.
Basic competencies in archery techniques and safety with experiences in target shooting.

103. Badminton. (1) Coed.
Introduction to the skills, strategies, and rules of badminton.

104. Basketball. (1) Coed.
Basic competencies in the techniques, strategies, and rules of basketball.

105. Jogging. (1) Coed.
Participation in progressive running programs designed to increase cardiovascular endurance.

107. Bowling. (1) Coed.
Introduction to the basic skills and rules of bowling. Course conducted at local bowling lanes.

108. Physical Conditioning. (1) Coed.
Basic assessment, maintenance, and improvement of over-all physical fitness.

109. Beginning Golf. (1) Coed.
Introduction to the basic skills, strategies, and rules of golf. Field trips to city golf courses.

111. Softball. (1) Coed.
Basic competencies and knowledge of rules and strategies of softball.

112. Beginning Tennis. (1) Coed.
Introduction to the basic skills, strategies, and rules of tennis.

114. Volleyball. (1) Coed.
Basic competencies in the techniques, strategies, and rules of volleyball.

116. Trimnastics. **(1)** Coed.
Introduction to diet and weight control techniques as well as assessment and maintenance of personal fitness.

120. Karate. **(1)** Coed.
Basic competencies and skills in karate techniques.

121. Bicycling. **(1)** Coed.
Introduction to the basic equipment, safety, and techniques of cycling including training and racing strategies. Weekend field trips.

122. Weightlifting/plyometrics. **(1)** Coed.
Introduction to exercises that are geared toward increasing speed, power, and jumping ability. A basic overview of the physiological factors involved in the exercises will be included.

123. Beginning Swimming. **(1)** Coed.
Introduction to the aquatic environment with emphasis on competence in primary swimming and safety skills and stroke readiness.

124. Intermediate Swimming. **(1)** Coed.
Development and refinement of key swimming strokes. Introduction to turns, surface dives, and springboard diving.
Prerequisite: PED 123 or equivalent skills.

125. Advanced Swimming. **(1)** Coed.
Refinement of key swimming strokes. Develop competencies in advanced rescue and springboard diving.
Prerequisite: PED 124 or equivalent skills.

130. SCUBA. **(1)** Coed.
Develop competencies in safe diving techniques and practices as well as safe use of SCUBA diving equipment. PADI Open Water Diver Certification available upon completion of course and optional trip for checkout dives.
Prerequisite: PED 124 or equivalent intermediate swimming skills.

156. Canoeing. **(1)** Coed.
Fundamental canoeing skills emphasized. Field trips to lake facilities and overnight camping experience are provided to give extensive opportunities for recreational canoeing.

157. Beginning Water Skiing. **(1)** Coed.
Extensive on-the-water experiences introduce students to the basic techniques and safety considerations of water skiing.

158. Backpacking. **(1)** Coed.
Introduction to basic equipment, safety, and techniques of trail camping. Extensive field trips to state and national trails.

159. Sailing. **(1)** Coed.
Basic sailing competencies and understanding with experiences in fundamental racing strategy. Field trips to lake facilities.

160. Snow Skiing. **(1)** Coed.
Introduction to basic techniques, safety, and equipment of snow skiing. Field trip to area ski facilities.

161. Rhythmic Aerobics. (1) Coed.
A conditioning course in which exercise is done to musical accompaniment for the purpose of developing cardiovascular efficiency, strength, and flexibility.

162. Hiking, Orienteering, and Camping. (1) Coed.
Introduction to basic techniques of tent camping, map, and compass work. Field trips to nearby campgrounds and forest lands.

164. Water Aerobics. (1) Coed.
Development of cardiorespiratory endurance, flexibility, body composition, and muscle endurance/tone through vigorous water exercise. The resistance of the water makes this course an excellent choice for the beginner as well as the well-conditioned athletes, and for the swimmer as well as the non-swimmer.

165. Aqua Fitness. (1) Coed.
Development and/or maintenance of physical fitness through aquatic activity including water jogging as well as use of water dumbbells, kickboards, pull buoys, etc.
Prerequisite: PED 123 or equivalent beginning swimming skills.

History

The faculty of the Department of History believe that all persons, whatever their selected role in life, require an understanding of their past in order to prepare for their future. The faculty firmly believe that the liberal arts preparation, which encompasses courses from the discipline of history, provides the student with the most appropriate educational background for life by integrating knowledge from the broadest range of disciplines. The objective of the Department of History is to provide each student at LaGrange College with knowledge of the historical forces which have shaped civilization as we know it.

To achieve the objective set forth above, the faculty seek to:

(A) provide every student with a basic understanding of the historical forces which have contributed to the development of civilization.

(B) develop in every student an understanding and appreciation of his/her civilization which is a part of the world community.

The faculty of the department believe that students who select to complete a major course of study in history should have the foundation knowledge and understanding of the discipline, developed by classroom instruction and individual study, necessary to provide them with the opportunity to:

(1) pursue graduate study within the discipline.

(2) pursue a professional degree in a selected field of study.

(3) pursue employment as a teacher in pre-collegiate education.

(4) seek employment in a field such as government, entry level historic documentation and preservation, social or historic entry level research, or a field where their liberal arts preparation can be beneficially utilized.

Graduates of the Department of History may be found pursuing careers in business, law, education, politics and government, broadcasting, journalism, the ministry and other fields of endeavor. In all of these endeavors our graduates have found that their education has provided a foundation for their careers and for their growth in life.

The Department of History offers the following major in history:

(A) From the general education curriculum:
HIS 101 and 102, World Civilization and
HIS 111 and 112, United States History
These are required courses for the major

We strongly encourage the history major to pursue the widest possible liberal arts preparation by the careful selection of courses from the general education structure.

(B) Two courses from:
HIS 307 Social and Intellectual History of the United States
HIS 308 American Diplomatic History

HIS 310 Constitution History of the United States

Two courses from:
HIS 330 History of Rome
HIS 331 Middle Ages
HIS 332 Renaissance and Reformation

Two courses from:
HIS 372 Eighteenth Century European History
HIS 374 Nineteenth Century European History
HIS 375 Twentieth Century European History
HIS 490 Senior History Seminar is required of all majors

35 hours

(C) An additional fifteen hours of 300- and 400-level History courses are required. The total major course requirements are 50 quarter hours credit beyond 100-level courses.

The approved program of teacher certification in history consists of History 101 and 102, 111 and 112, completion of the major, History 360 (social science methods), and the professional education sequence. All students who plan to teach should take History 315, Georgia History. Teacher certification requirements also require that at least one upper level course be completed in two of the following disciplines: political science, economics, sociology.

Success in achieving the objectives established for the major will be demonstrated as follows:

(1) successful completion of each major course with a grade of C or better.
(2) successful completion of the senior history seminar and defense of the senior thesis before the students and faculty of the department.
(3) satisfactory score on the teacher criterion reference test in social sciences, for those seeking certification in secondary education in the social sciences.
(4) successful completion of a major field examination during their senior year.

Those wishing to major in history are encouraged to declare their major by the beginning of the winter quarter of their sophomore year. Successful completion of History 101-102 and History 111-112 before entering the major is highly desirable.

Upper level courses in history, those numbered 300 or above (with the exception of HIS 490), are available to all students who have successfully completed ten hours from the history offerings in the general requirements.

101. World Civilization: I. (5) Fall, Winter.
A survey course on the development of world civilization up to 1660.

102. World Civilization II. (5) Winter, Spring.
A survey course on the development of world civilization from 1660 to the present.

111. History of the United States to 1865. (5) Fall, Winter.
Emphasis on the Colonial, Revolutionary, early national, and Civil War periods.

112. History of the United States, 1865 to the Present. (5) Winter, Spring.
Emphasis on Reconstruction, liberal nationalism, New Deal, and postwar periods.

201. Ideas That Changed the World. (2)
A study of contributions of eight world figures whose lives changed their society and ours.

203. Lives of Illustrious Men and Women. (2)
A study of the men and women whose deeds and ideas shaped history.

205. Men and Movements That Shaped American History. (2)
A biographical study of American History.

306. History of the South. (5) (On demand)
Emphasis on the antebellum, Civil War, Reconstruction, and New South periods.

307. Social and Intellectual History of the United States. (5) Spring, 1998.
A review of ideas and patterns of thought, the role of social, ethnic, and racial groups, and the major institutions of American society.

308. American Diplomatic History. (5) Winter, 1998.
Emphasis on the procedure for developing foreign policy as well as diplomatic history. (See also Political Science 308.)

310. Constitutional History of the United States to Present. (5) Fall, 1997.
An analysis of fundamental constitutional development from 1776 to present. (See also Political Science 310.)
Prerequisites: HIS 111 and 112.

312. Economic History of the United States. (5) (On demand)
American economic development from colonial times to the present. (See also Economics 312.)

315. Georgia History. (5) Summer.
A study of Georgia History from the pre-colonial period to the present with emphasis on the historical, social, economic and political development of the State. (Students seeking teacher certification are urged to enroll.)

330. The History of Rome, 265B.C.-476A.D. (5) Fall, 1997.
This course is a comprehensive study of the history of Roman civilization from its origins in the mid-eighth century B.C. to its decline and fall in the fifth century A.D.

331. The Middle Ages, 350-1350. (5) Winter, 1998.
This course offers a comprehensive study of the development of medieval civilization from the late fifth century to the late fourteenth century.

332. The Renaissance and the Reformation, 1350-1600. (5) Spring, 1998.
This course offers a detailed study of the civilization of Renaissance and Reformation Europe. Primary focus will be placed on the artistic and religious achievements of the period 1350 to 1600.

333. The Medieval Church and Papacy. (5) Fall, 1996.
This course will examine the institutional and cultural history of the medieval church, with special emphasis on the role of the papacy, and its impact on medieval civilization.

334. Medieval Kings and Queens. (5) Winter, 1997.
A survey of medieval kings and queens and their influence on the development of medieval civilization.

335. Renaissance and Renascences. (5) (On demand)
An examination of the great cultural revivals from the age of Charlemagne to the age of Michelangelo.

336. Women in the Middle Ages. (5) Spring, 1997.
An examination of the contributions of women at all levels of society including the peasants, nobles, queens and religious women from the fifth to the fourteenth century.

340. Russia to 1801. (5) Fall, 1995.
A comprehensive survey of the Russian historical development from the appearance of the Kievan State in the 9th century through the reign of Paul I in 1801.

341. Nineteenth Century Russia. (5) Winter, 1998.
An examination of the Imperial Russian state during the 1801-1914 period.

343. Twentieth Century Russia. (5) Spring, 1998.
An examination of the forces which resulted in the collapse of the Russian Autocracy as well as the subsequent emergence and eclipse of the Soviet State. (See also Political Science 543.)

360. Social Science Methods. (5) (On demand)
A general survey course in methodology for the prospective secondary teacher. (Required for students seeking teacher certification in history.)

361. History of England to 1689. (5) Fall, 1998.
The political, economic, social, and cultural history of England from 55 B.C. to 1689 A.D.

362. History of England from 1689 to Present. (5) Winter, 1999.
The political, economic, social and cultural history of England from 1689 to the present.

372. Eighteenth Century Europe: 1660-1815. (5) Fall, 1996.
A comprehensive survey of European History from the reign of Louis XIV through the French Revolution and the Napoleonic era.

374. Nineteenth Century Europe: 1815-1914. (5) Winter, 1997.
A comprehensive survey of European History from the reconstruction of the European order in 1815 to the outbreak of World War I.

375. Twentieth Century Europe: 1914 to Present. (5) Spring, 1997.
A comprehensive survey of European History from the outbreak of World War I to the present.

378. European Diplomatic History: 1890 to the Present. (5) (On demand)
A detailed examination of European international relations from 1890, the end of the Bismarckian system to the present. (See also Political Science 378.)

416. Twentieth Century America. (5) (On demand)
An intensive study of the United States during the twentieth century.

478. Contemporary Europe. (5) (On demand)
An examination of European history focusing on major issues since 1945.

490. Senior History Seminar. (5) Spring.
A study of historiography and research methods and materials.

Prerequisites: Senior History Major or permission of the professor and the Chairman of the Department. This course may only be attempted twice.

INTERNATIONAL STUDIES

LANGUAGE AND CULTURE

In an age of increasingly sophisticated technology and ever-diminishing physical and intellectual barriers between the peoples who inhabit the world, effective communication and enlightened understanding are of crucial importance. To adequately function within our complex global society demands a consciousness of its richness and diversity and the ability to communicate across cultures with those who differ from us yet share the common bonds of mankind. The Department of International Studies strives to nurture in LaGrange College students a perception of themselves as citizens of the world and members of the global human family. Courses are regularly offered in the traditional foreign languages as well as in areas such as cross-cultural communications and human geography. From time to time, less commonly taught languages such as Mandarin Chinese, Italian and Arabic may be offered for a one- to two-year period under the LAN designation.

Students entering LaGrange College bringing with them one year or more of high school foreign language are required to take the foreign language placement test. Upon assessment of their performance on the test, students will be placed at the level of language instruction which best facilitates their further learning of the language, thereby improving their chances of academic success in the course.

Minors are offered in Spanish. Upon completion of the minor, the student should have an appropriate understanding of the four basic language skills of reading, writing, speaking, and understanding. Satisfactory performance on the ACTFL oral proficiency test in French or Spanish is a requirement for the certification of the minor.

The college is developing a broad program in Latin American Studies. The initial courses will be offered in 1997-1998 that lead to a minor. A major is anticipated, should demand warrant it.

Course Descriptions

Culture

200. Culture and Civilization of a Selected Country. (5)
A survey of the civilization and culture of one of the major societies of the world. The course examines the culture's social and political development, its customs and traditions, and its contributions to the global community in terms of art, music and literature.

French

101. Beginning French I. (5)
A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

102. Beginning French II. (5)
A continuation of French 101.

103. Beginning French III. (5)
A continuation of French 102 with additional readings.

104. Intermediate French. (5)
A systematic and thorough review of French grammar with emphasis on the production of speech. Not open to students fluent in French.

199. Francophone Travel Seminar. (1-10)
A travel-study seminar composed of preliminary academic preparation followed by contact with the target culture through travel in the selected French-speaking country.
Prerequisite: FRN 101, 102, and 103 or permission of instructor and chair of International Studies.

Spanish

101. Elementary Spanish. (5)
A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

102. Elementary Spanish. (5)
A continuation of Spanish 101.

103. Intermediate Spanish. (5)
A review of grammar and syntax with practice in reading selected texts.

104. Introduction to Hispanic Civilization. (5) (On demand)
A study of the art, literature, history, and anthropology of the Spanish-speaking world.
Prerequisite: Spanish 101, 102, or consent of the instructor. This course, or Spanish 103, or consent of the instructor prerequisite to all 300-level courses.

199. Hispanophone Travel Seminar. (1-10)
A travel-study seminar which provides valuable educational experience through close contact with the contemporary life and civilization of a selected Spanish-speaking country. Basic academic preparation in the history and customs of the target culture is undertaken before departure.
Prerequisite: Spanish 101, 102 and 103 or permission of instructor and chair of International Studies.

300. Spanish Conversation and Composition. (5) (On demand)
A course stressing practice in speaking and writing Spanish. Not open to students fluent in Spanish.

301. Survey of Spanish Literature I. (5) (On demand)
A study of major writings from the Middle Ages through the seventeenth century.

302. Survey of Spanish Literature II. (5) (On demand)
A study of representative novels, plays, and poetry from the eighteenth century through the present.

311. Lecturas Explicadas. (5) Fall, 1996, in English.
A study of selected materials from various genres reflecting the history and culture of Latin America.

321. Spanish Phonetics. (5) (On demand)
A study of Spanish sounds with intensive drills in pronunciation. Not open to students fluent in Spanish.

Language*

101. Beginning Language I. (5) (On demand)
A course for beginners with intensive practice in oral communications, pronunciation, essentials of grammar, and where possible, reading of simple prose.

102. Beginning Language II. (5) (On demand)
A continuation of Language 101.
Prerequisite: Language 101 or equivalent.

103. Beginning Language III. (5) (On demand)
A continuation of Language 102.
Prerequisite: Language 102 or equivalent.

104. Intermediate Language. (5)
An intensive review of the language grammar with emphasis on the production of speech. Not open to students fluent in the language.

199. Language Travel Seminar. (1-10) (On demand)
A travel-study seminar which provides further preparation in the target language and culture through travel in a country which speaks the language. Academic work is determined by the course instructor.
Prerequisite: LAN 101, 102, and 103 or consent of instructor and chair of International Studies.

***Note:** These courses are available so that a language other than French or Spanish may be available from time-to-time. It is anticipated that in the 1995-96 school year German will be offered. Substitute the word "German" where language appears in the course title and course description.

Library Science

No major nor minor program is offered in Library Science.

Course Description

200. Library Orientation and Research. (2)
A systematic introduction to library organization, database capabilities and other components of academic libraries in general. An introduction to library research.

Mathematics

The goal of the Mathematics Department is to help students become critical thinkers and effective problem solvers while they are mastering a certain body of mathematical knowledge.

To be accepted as a major in the Mathematics Department, a student must have an overall GPA of 2.25 or better, and a GPA of 2.5 or better in all mathematics courses numbered 122 or higher. Students can pursue the Bachelor of Arts degree with a major in mathematics or a Bachelor of Science degree with a major in mathematics. Students who pursue the Bachelor of Arts degree have more options in selecting their courses. This is the liberal studies degree in mathematics. Students who complete the Bachelor of Arts degree usually seek careers in areas such as banking, general business, and secondary education.

A more in-depth degree is earned by students in the Bachelor of Science program. Students who complete the Bachelor of Science degree usually enter graduate schools or pursue industrial positions.

The specific objectives for the respective degrees are as follows:

The Bachelor of Arts Degree

1. Illustrate the concepts of function, limit, and continuity.
2. Define and illustrate the derivative, the integral, and the fundamental theorem of calculus.
3. Apply concepts and techniques of calculus to analyze functions and solve problems.
4. Develop the concepts of sequences and series.
5. Employ the concepts and properties of two- and three-dimensional spaces.
6. Illustrate the process of measurement.
7. Employ the standard algorithms using properties of the number systems involved.
8. Develop appropriate models.
9. Develop problem-solving strategies.
10. Apply the concepts and skills of programming in solving problems.
11. Illustrate and analyze a wide variety of mathematical applications.
12. Describe data and make appropriate inferences.

Students develop these competencies by pursuing the following course requirements for the Bachelor of Arts degree in mathematics:

Mathematics 122, 123, 124, 322

plus eight additional courses selected from Mathematics 305, 306, 310, 316, 323, 324, 333, 334, 335, 340, 342, 343, 344, 380, 410, 495, and 496 as approved by advisor.

The support courses required are Computer Science 151 or 199.

Students who earn the Bachelor of Arts degree in mathematics will have demonstrated their attainment of the specific objectives by the following:

1. satisfactory performance on a comprehensive calculus examination, given at the end of Mathematics 322.
2. successful completion of a problem-solving course during their senior year with a grade of C or better.

The Bachelor of Science Degree

Students who earn the Bachelor of Science degree in mathematics will be able to:

1. Illustrate the concepts of function, limit, and continuity
2. Define and illustrate the derivative, the integral, and the fundamental theorem of calculus
3. Apply concepts and techniques of calculus to analyze functions and solve problems
4. Develop the concepts of sequences and series
5. Employ the concepts and properties of two- and three-dimensional spaces
6. Illustrate the process of measurement
7. Employ the standard algorithms using properties of the number system involved
8. Develop appropriate models
9. Develop problem-solving strategies
10. Apply the concepts and skills of programming in solving problems
11. Illustrate and analyze a wide variety of mathematical applications
12. Describe data and make appropriate inferences
13. Give examples of abstract structures
14. Demonstrate theorem-proving skills in abstract algebra and real analysis.

Students develop these competencies by pursuing the following course requirements for the Bachelor of Science degree in mathematics:

Mathematics 122, 123, 124, 316, 322, 323, 333, 335, 342, 343, 380, plus two additional courses selected from Mathematics 305, 306, 324, 334, 344, 410, 495, and 496.

The support courses are:

Physics 121 and 122. (recommended)
Computer Science 151 or 199.

Students who earn the Bachelor of Science degree in mathematics will have demonstrated their attainment of the specific objectives by the following:

1. satisfactory performance on a comprehensive calculus examination, given at the end of Mathematics 322.
2. successful completion of a problem-solving course during their senior year with a grade of C or better.

Students who plan to complete an approved program of teacher education must include the following courses: Mathematics 122, 123, 124, 322, 306, 310, 316, 333, 335, 340, plus two additional mathematics courses as approved by the department chairman; Psychology 149, 302, and 304; Education 199, 362, 449, 459, and 490S; Computer Science 151 or 199; and Speech 105.

A minor in mathematics consists of the following courses: Mathematics 122, plus five additional courses selected from Mathematics 123, 124, 306, 316, 322, 323, 324, 333, 334, 335, 342, 343, 344, 360, and 380.

At least three of the six courses must be 300 level courses.

100. Basic Math. (5) Fall, Winter, Spring.
An overview of basic skills in mathematics including ratio and proportion, percent, use of fractions and decimals, systems of measurements and linear equations.

101. College Algebra. (5) Fall, Winter, Spring.
A study of sets, real numbers, operations, order, inequalities, polynomial factoring, functions, graphs, exponents, first- and second-degree equations, and systems of equations.
Prerequisite: Mathematics 100 or satisfactory score on mathematics placement test.

105. Precalculus. (5) Fall, Spring.
A study of calculus-oriented algebra and trigonometry. Topics include simplifying algebraic expressions, solving equations, exponential and logarithmic functions, applications of functions, graphs, and the trigonometric functions.
Prerequisite: Mathematics 101 or satisfactory score on mathematics placement test.

114. Statistics. (5) Winter, Spring.
A study of problems related to statistical procedures as applied to economics, education, the social sciences, and the life sciences.
Prerequisite: Mathematics 101 or higher.

122. Analytic Geometry and Calculus I. (5) Fall, Winter.
A study of analytical geometry, limits, continuity, the derivative with application.
Prerequisite: Mathematics 105 or satisfactory score on mathematics placement test.

123. Analytic Geometry and Calculus II. (5) Winter, Spring.
A study of additional topics in analytical geometry, definite and indefinite integrals, applications of integration.
Prerequisite: Mathematics 122.

124. Analytic Geometry and Calculus III. (5) Spring.
A study of differentiation of trigonometric logarithmic, and exponential functions, methods of integration, improper integrals, and polar coordinates.
Prerequisite: Mathematics 123.

152. Computer Programming I. (5) (On demand)
An introduction to computer programming.
Prerequisite: Mathematics 122.

153. Computer Programming II. (5) (On demand)
A continuation of Mathematics 152, with a study of problem formulation, computer simulation and solutions of numerical and non-numerical problems.
Prerequisite: Mathematics 152.

200. Metric Mathematics. (2) (On demand)
A study of measurement using the metric system.

201. Business Mathematics. (2) (On demand)
A study of mathematics applications in business.

202. Techniques of Problem Solving. (2) (On demand)
A study of problem-solving methods.

260. Plane Trigonometry. (3) (On demand)
A study of trigonometric functions, radian measure, identities, logarithmic functions, inverse functions, graphs, and applications.
Prerequisite: Mathematics 101 or higher.

305. Theory of Numbers. (5) (On demand)
An introduction to number theory.
Prerequisite: Mathematics 122.

306. College Geometry. (5) Spring.
An introduction to non-Euclidean geometry and an extension of the Euclidean system.
Prerequisite: Mathematics 122.

310. Methods of Teaching Mathematics. (5) Fall, 1997.
A study of methods of teaching secondary mathematics effectively.
Prerequisites: Mathematics 122 and 333 or permission of instructor.

316. Probability and Statistics. (5) Winter.
An introduction to probability and statistical inference.
Prerequisite: Mathematics 122.

322. Analytic Geometry and Calculus IV. (5) Fall.
A study of indeterminate forms, vectors, solid analytic geometry, infinite series, and applications to physics.
Prerequisite: Mathematics 124.

323. Calculus V. (5) Winter.
A study of partial derivatives, multiple integrals, and vector analysis. Topics include functions of two or more variables; limits, continuity, and differentiability; directional derivatives and gradients; tangent planes; maxima and minima of functions of two variables; Lagrange multipliers; double and triple integrals with geometric and physical applications; vector fields; line and surface integrals; Greene's Theorem.
Prerequisite: Mathematics 322.

324. Differential Equations. (5) Spring.
A study of first and second order differential equations with applications, numerical methods, and solution in series.
Prerequisite: Mathematics 322.

333. Modern Algebra I. (5) Fall.
An introduction to modern abstract algebra.
Prerequisite: Mathematics 124.

334. Modern Algebra II. (5) (On demand)
A continuation of Modern Algebra I.
Prerequisite: Mathematics 333.

335. Linear Algebra. (5) Spring.
An introduction to linear algebra and matrix theory.
Prerequisite: Mathematics 333 or permission of instructor.

340. History of Mathematics. (5) Fall, 1996.
An historical development of mathematical concepts.
Prerequisite: Mathematics 123 or permission of instructor.

342. Complex Variables. (5) Winter, 1998.
An introduction to complex variables.
Prerequisite: Mathematics 322.

343. Analysis I. (5) Spring.
An introduction to real analysis.
Prerequisite: Mathematics 322.

344. Analysis II. (5) (On demand)
A continuation of Analysis I.
Prerequisite: Mathematics 343.

350. Problem Solving I. (1)
A study of problem solving techniques.
Prerequisite: Consent of instructor.

351. Problem Solving II. (1)
A continuation of Mathematics 350.
Prerequisite: Mathematics 350 or consent of instructor.

352. Problem Solving III. (1)
A continuation of Mathematics 351.
Prerequisite: Mathematics 351 or consent of instructor.

356. Algebra for Elementary Teachers. (5) (On demand)
A study of special topics in algebra relevant to elementary school mathematics.
Prerequisite: Mathematics 101 or higher.

357. Geometry for Elementary Teachers. (5) (On demand)
A study of special topics in geometry relevant to elementary school mathematics.
Prerequisite: Mathematics 101 or higher.

359. Problem Solving in School Mathematics. (5) (On demand)
Skills and strategies for solving mathematical problems are developed.

360. Finite Mathematics. (5) Spring.
A study of finite mathematics with business applications.
Prerequisite: Mathematics 101 or higher.

380. Discrete Mathematics. (5) Winter.
An introduction to discrete mathematics. Topics include set theory, combinatorics, recurrence relations, linear programming, and graph theory.
Prerequisite: Mathematics 122.

410. Numerical Methods. (5) (On demand)
An introduction to numerical analysis with computer solutions. Topics include Taylor series, finite difference, calculus, roots of equations, solutions of linear systems of equations and least-squares.

Prerequisites: Mathematics 124 and Computer Science 199.

Music

Introduction

The Creative Music Technologies major is a Bachelor of Arts undergraduate degree. Students of this program come from a wide variety of backgrounds that include instrumental/vocal performance, song writing, composition, electronic instruments, and computers. It is the belief of the music faculty that the Creative Music Technologies degree is designed to prepare students for an entry level position into the music industry. A wide spectrum of musical opportunities exists for graduates that are capable of working with the music tools of the modern world, and LaGrange College has remained committed to keeping its technology, faculty, and facilities state of the art.

LaGrange College music majors are required to complete the 75 hours of course work that comprises the Creative Music Technologies core curriculum. The curriculum is designed to compliment the four-year students' general education needs, and it is strongly advised that CMT majors begin the program as first term freshmen. Transfer students need to be evaluated by the music faculty in order to be properly placed in the program.

A limited number of talent based scholarships are available for incoming freshmen as well as transfer students who will be declaring the CMT major. No music scholarships will be awarded to music minors.

Graduation Requirements for Creative Music Technologies

A student graduating with the Creative Music Technologies major must meet all of the following criteria:

1. Complete satisfactorily all degree requirements as outlined in the *Bulletin*.
2. Participate regularly in all departmental activities, including faculty and visiting artists' recitals, master classes, workshops, and student recitals.
3. Complete satisfactorily a piano proficiency exam at the end of the sophomore year. If additional applied lessons are needed by the student to pass the piano proficiency exam, these credits will be counted as general electives.

Requirements for Major

MUS 101	Harmony I (includes lab)	5 hrs.
MUS 102	Harmony II (includes lab)	5 hrs.
MUS 103	Harmony III (includes lab)	5 hrs.
MUS 112	*Music Survey I	5 hrs.
MUS 174	Freshman Composition/Arranging	1 hr.
MUS 208	Applied Music	6 hrs.
MUS 240	Choir	3 hrs.
MUS 250	Advanced Harmony and Form	3 hrs.
MUS 251	20th Century Theory	3 hrs.
MUS 252	Jazz Theory	3 hrs.
MUS 274	Sophomore Composition/Arranging	6 hrs.
MUS 369	Introduction to Electronic Music	5 hrs.
MUS 370	Electronic Music I	5 hrs.
MUS 371	Electronic Music II	5 hrs.
MUS 374	Junior Composition/Arranging	4 hrs.
MUS 380	Junior Recital	1 hr.
MUS 465	Conducting	2 hrs.
MUS 470	Film Music	2 hrs.
MUS 474	Senior Composition/Arranging	4 hrs.
MUS 480	Senior Recital	2 hrs.
MUS 481	Internship	0 hrs.
	Total	**75 hrs.**

*MUS 112 must be taken to fulfill the general education fine arts requirement.

Music Minor

MUS 101	Harmony I (includes lab)	5 hrs.
MUS 102	Harmony II (includes lab)	5 hrs.
MUS 103	Harmony III (includes lab)	5 hrs.
MUS 208	Applied Music	6 hrs.
MUS 240	Choir	3 hrs.
Music electives — chosen from the following: 112 or 114, 250, 251, 252, 252, 369		6 hrs.
	Total	**30 hrs.**

Course Descriptions

100. Music Fundamentals. (1)
This course is designed to give a student, with no prior musical experience, the necessary skills to begin study.

101. Harmony I. (5) Fall (includes two-credit hour lab).
Fundamental keyboard and music theory skills with emphasis on methods of sight-reading and musical analysis; scales, chord progressions, inversions, harmonization, and transposition. Also includes ear training.

102. Harmony II. (5) Winter (includes two-credit hour lab).
Continuation of MUS 101.
Prerequisite: MUS 101 or by placement.

103. Harmony III. (5) Spring (includes two-credit hour lab).
Continuation of MUS 102.
Prerequisite: MUS 102 or by placement.

110. Beginning Class Voice. (2)
Group instruction in vocal performance with emphasis on basics of breathing, resonance, placement, and song preparation.

111. Beginning Class Guitar. (2)
Group instruction in guitar performance with emphasis on the basics of reading, technique, tone production and solo playing.

112. Music Survey I. (5) Fall.
A survey of music from the Medieval period through the Classic period. A class.

114. Music Survey II. (5) Winter, Spring.
A survey of music from the Romantic period through the twentieth century. A class.

174. Freshman Composition/Arranging. (1)
Class instruction in composition/arranging. A projects course.

208. Applied Music. (2)
Individual instruction in piano, guitar, voice and other instruments as available. Check current quarter class listings for instrumental/vocal offerings. Also includes weekly performance seminar. May be repeated for credit. Private lessons.

240. Chorus. (1) Fall, Winter, Spring.
A performance organization designed to give training in choral performance. May be repeated for credit.

250. Advanced Harmony and Form. (3)
Focus on theoretical practices of music from the classical to the early post-romantic periods. Includes tertian harmonic structure and thematic materials, four-part voice leading, form and analysis. Also includes ear training and sight singing.

251. Twentieth Century Theory. (3) Winter.
Concentrated study in the techniques of 20th century composition. Topics include: impressionism, atonality, serialism, pandiatonicism, neoclassicism, minimalism, chance music, aleatoric music and also includes ear training and sight singing.

252. Jazz Theory. (3) Spring.
Theoretical foundations of Jazz harmony as well as the writing styles and techniques of Blues, Fusion, Rock, Gospel, and Pop music. Jazz part writing, jazz arranging, ear training, and sight singing.

274. Sophomore Composition/Arranging. (2)
Class instruction in composition/arranging. A projects course.

369. Introduction to Electronic Music. (5) Fall.
Basic studio techniques, music sequencing, music printing, synthesizers, sampling, and digital editing. No prior computer experience is required.

370. Electronic Music I. (5) Winter.
Creative work in the electronic music domain with an emphasis on current and experimental styles.

371. Electronic Music II. (5) Spring.
Continued creative work in the electronic music domain with an emphasis on music to picture and interdisciplinary music techniques.

374. Junior Composition/Arranging. (2)
Class instruction in composition/arranging. A projects course.

380. Junior Recital. (1)
A performance of the student's creative work to be given during the junior year. Permission of Music Department chair required.

390. Special Topics. (variable credit)
Private/class instruction for advanced students in topics not otherwise covered in the music catalog. The subject matter of this course is dependent upon the approval of both the instructor and the Music Department chair.

465. Conducting. (2) Fall.
Conducting techniques, score reading, rehearsal techniques, and concert programming.

470. Film Music. (2) Winter.
A research course designed to deal with the musical esthetic and compositional concerns of the film music world. Classic films along with current releases are musically analyzed from a fine arts view point.

474. Senior Composition/Arranging. (2)
Class instruction in composition/arranging. A projects course.

480. Senior Recital. (2)
A performance of the student's creative work to be given during the senior year. Permission of Music Department chair required.

481. Internship. (0)
A supervised internship is coordinated by the department chair in one of the following off-campus environments: Recording Studio, Broadcast Facility, Post-Production House, Publishing Company, Independent Commercial Composer, Film Studio, Advertising Agency, Church Music Program, Performing Arts Company, Interactive Technologies, Video Production Facility, or other approved internship opportunities.

Nursing

The Bachelor of Science in Nursing (BSN) curriculum consists of two plans of study. The basic program prepares graduates for entry into professional nursing practice and confers eligibility for initial licensure as a registered professional nurse (RN). A degree-completion option is designed for licensed RNs who wish to earn the BSN degree.

The curriculum provides professional nursing education within a heritage of Christian faith and liberal arts learning. The nursing major, grounded in an ethic of caring, encourages independent thought, appreciation for the discovery of excellence, and commitment to supporting the health of individuals and society. BSN studies establish a sound foundation for professional nursing practice, graduate study, and continuing progress toward personal and professional goals. Faculty and students serve as resources for the College and community in nursing education, service, and research. Opportunities for collaborative study with students of other majors and clinical experience with varied health care providers emphasize the interdisciplinary nature of nursing practice. As professional nurses, graduates will be able to assist individuals, groups, and communities in meeting health care goals.

The BSN program is designed to meet all standards for full approval by the Georgia Board of Nursing and for accreditation by the National League for Nursing.

Program Goals:

Graduates of the Bachelor of Science in Nursing program will be able to:

Practice nursing from a knowledge and research base utilizing skills of critical thinking, creativity, and communication, with the ability to expand knowledge and skills through lifelong learning.

Engage in nursing practice based in a value system consistent with professional standards of nursing and the philosophy of the nursing program, characterized by caring and valuing of self and others.

Participate in transitions of health recognizing the opportunities and limitations imposed by historical, sociocultural, spiritual, legal, ethical, political, economic, and environmental contexts.

Assume the role of professional nurse, accountable as provider of care, manager, collaborator, educator, learner, and resource for individuals, families, groups, and communities in promoting and restoring health and well-being.

Admission to the BSN Program:

Students may declare the intent to pursue a nursing major at any time. However, application for admission to the upper-division program is made during the sophomore year. Nursing studies begin at the junior level with

the exception of Nutrition (NUR 305) which may be completed prior to admission to the nursing program. Admission requirements are as follows:

1. A completed Application for Admission to Nursing. An application form is available from the College Admissions office and in the office of the Division of Nursing.

2. Complete a sufficient number of credits in General Education and other required courses to permit an uninterrupted progression in the nursing major.

a. Human anatomy and physiology (2 courses, 10 credit hours).

b. Microbiology (1 course, 5 credit hours).

c. Human growth and development (1 course, 5 credit hours).

d. English composition (minimum of 9 credit hours).

e. College algebra (5 credit hours).

A grade of C or higher is required in anatomy, physiology, microbiology, and English composition courses. Should a student earn less than a C more than once in these courses, the student will be ineligible to enter the nursing program. A limit of five years applies to completion of anatomy, physiology, and microbiology courses.

3. A cumulative overall GPA of 2.5 or higher at the time of entry into the nursing program, including all courses completed or attempted at any institution. A student whose GPA does not meet this requirement will be considered on an individual basis.

4. An interview with a member of the nursing faculty may be required. An applicant may request an interview if desired.

5. An applicant who has completed any program of study leading to licensed employment in the health care area (such as registered or practical nursing, emergency medical technician) must present the license in person.

Admission to the BSN Completion Option:

The BSN Completion Option is open to Registered Nurses who have graduated from an Associate Degree or Diploma program in Nursing and who hold a valid license to practice as a Registered Nurse. Current Georgia RN licensure is required prior to entering a clinical nursing course.

In addition to RN licensure, the general admission requirements above apply to RN applicants, with the following exceptions:

1. RN students who enter the nursing sequence on a full-time basis must have completed all General Education Requirements and all required non-nursing courses through the junior level. No time limit applies to the completion of anatomy, physiology, or microbiology courses.

2. Previously-earned nursing credits will be accepted within the standards of the Georgia RN-BSN Articulation Agreement. Details of this Agreement are available in the Office of the Division of Nursing.

Matriculation Requirements:

1. An accepted student must possess a level of physical and emotional health sufficient to enable him/her to meet nursing program requirements and the standards of professional nursing practice.

2. Prior to beginning the first clinical nursing course, a medical examination is required which documents the student's level of health and immunization or immune status.

3. Professional liability insurance (purchased on a group basis through the College) and basic cardiopulmonary resuscitation (CPR) certification is required prior to beginning the first nursing course and must be continued throughout all clinical nursing courses.

Progression:

1. A grade of C (75%) or higher is required for successful completion of all nursing courses. A grade of D, F, or WF is a failing grade.

2. A minimum cumulative GPA of 2.0 must be maintained throughout the period of enrollment in nursing courses. A nursing major whose GPA falls below 2.0 will be placed on departmental probation and has one quarter in which to raise the GPA to 2.0 or higher. Failure to achieve a 2.0 in one quarter will result in withdrawal from the nursing program. A 2.0 GPA is required for entrance into senior level courses.

3. A student may repeat a nursing course only once. If a second failing grade is earned in any nursing course, the student will not be eligible to continue in the nursing program. Should this occur, a student may petition for readmission no sooner than two years following the second nursing course failure; all admission requirements would apply.

4. All general education and other required non-nursing courses, with the exception of BUA 371, must be completed prior to beginning the senior level nursing courses.

5. A student who for any reason is not enrolled in a clinical nursing course for a period of more than twelve (12) months must apply for readmission and meet all standards for continuation in the nursing program. Readmission is subject to available clinical space.

In addition to the guidelines above, the following policies apply to progression in the BSN Completion Option:

1. A valid Georgia RN license must be maintained throughout enrollment in clinical nursing courses.

2. All previously earned ADN or Diploma nursing credits will be placed in escrow when the RN student enters the nursing program. Upon satisfactory completion of 10 credit hours of BSN nursing courses, the escrowed credits will be transferred to the student's permanent academic record. Should the RN student not be successful in the initial 10 hours of nursing course(s), the previously earned nursing credits will not be applied toward the BSN degree.

Assessment in the Major:

NLN (National League for Nursing) achievement tests are administered at intervals throughout the nursing program. These tests are included within specific nursing courses.

During the final quarter of nursing studies, all students will complete a comprehensive assessment of learning in the major: Non-RN students will complete a standardized comprehensive examination in nursing. A score sufficient to document adequate knowledge for beginning practice and successful licensure must be earned. The minimum passing score is determined annually by nursing faculty. RN students will complete an essay-type examination. Should a passing score not be achieved, the student will have opportunity to complete review activities and a second assessment. A passing score must be earned in order to graduate. A complete description of these assessment processes will be provided to students during the first quarter of nursing studies.

Courses:

305. Nutrition and Health. (2) Fall, Spring.
An introduction to nutrition concepts and current dietary trends, focusing on health promotion. Nutrients are explored with regard to sources, dietary requirements, and health implications. Student interests are incorporated.
Prerequisite: None. Open to non-majors.

310. Concepts in Health Promotion I: Focus on Aging. (4 hrs. class, 6 hrs. lab/clinical per week) (6) Fall.
A foundation course to introduce and develop concepts, practices and processes of health promotion in professional nursing, emphasizing the needs of the elderly. The skills of communication, problem solving, and critical analysis in nursing are included.
Prerequisite: Admission to BSN program. *Co-requisite:* Nursing 311, 312.

311. Health Assessment Across the Life-span. (2 hrs. class, 3 hrs. lab per week) (3) Fall.
A study of the health assessment process applied to persons of all ages, with emphasis on building knowledge and skill in data acquisition, organization, and interpretation.
Prerequisite: RN status or *Co-requisite:* Nursing 310.

312. Transitions: A beginning Nursing Seminar. (3) Fall.
An introduction to professional nursing practice and the varied roles of the nurse in multiple practice settings. The significance of research in nursing practice and inquiry as a means of defining the nursing role are included.
Prerequisite: Admission to BSN program.

313. Transitions: A Seminar for Registered Nurses. (3) Fall.
A study of varied perspectives and conceptual bases of the professional nursing role. The research process and research significance in nursing practice is introduced.
Prerequisite: Admission to BSN program; RN status.

330. Concepts in Health Promotion II: Mother, Child, Family. (5 hrs. class, 9 hrs. lab/clinical per week) (8) Winter.
A study of nursing care of mother, child, and family, including selected women's health care issues. The nursing role in health promotion is emphasized, with examination of physical, developmental, and psychosocial challenges to health.
Prerequisite: Nursing 310.

331. Pharmacology in Nursing. (4 hrs. class, 3 hrs. lab per week) (5) Winter.
Pharmacologic concepts and skills essential for nursing practice, including the basic science of drugs, determination of dosage, and medication administration techniques.
Prerequisite: Nursing 310 or RN status.

350. Concepts in Health Restoration I: A Life-span Focus. (5 hrs. class, 9 hrs. lab/clinical per week) (8) Spring.
The foundation course in nursing care of individuals and families who are experiencing challenges to health, emphasizing understanding and skill in health restoration.
Prerequisite: Nursing 330 and Nursing 331.

410. Concepts in Health Promotion III: A Community Focus. (6 hrs. class, 12 hrs. lab/clinical per week) (10) Fall.
A course directed toward the knowledge and skills necessary to the practice of community health nursing. Emphasis is placed on the promotion and protection of the health of individuals and groups within the context of community.
Prerequisite: Nursing 350 or Nursing 313.

420. Concepts in Health Restoration II: A Mental Health Focus. (3 hrs. class, 6 hrs. lab/clinical per week) (5) Fall.
A study of the practice of mental health nursing, including the factors influencing mental health and illness, resources for care, and critical communication requirements.
Prerequisite: Nursing 350.

430. Concepts in Health Restoration III: Complex Problems Across the Life-span. (5 hrs. class, 9 hrs. lab/clinical per week) (8) Winter.
A study of advanced nursing care relevant to acutely ill patients with complex health problems. Learning experiences emphasize collaboration and critical analysis necessary in providing and coordinating care.
Prerequisite: Nursing 420.

431. Research in Nursing. (5) Winter.
A course designed to assist students in developing a sense of inquiry, including research designs, sampling strategies, data analysis methods, and the use of research in clinical nursing practice.
Prerequisite: Nursing 312 or Nursing 313.

450. Role Transition: A Clinical Practicum. (2 hrs. class, 21 hrs. lab/clinical per week) (9) Spring.
A course to facilitate the transition to professional practice. Leadership and management roles are assumed in clinical practice and increasing autonomy in patient care is guided through preceptorial experiences.
Prerequisite: Nursing 430. *Co-requisite:* Nursing 452.

451. Leadership in Nursing. (3) Spring.
A study of the principles of leadership applicable in professional nursing practice, building upon prior courses in nursing, management, and the liberal arts and emphasizing the student's personal goals.
Prerequisite: BUA 371, Nursing 430 or 313.

452. Senior Seminar in Nursing. (2) Spring.
A seminar to assist students in synthesizing learning related to the roles and practices of professional nurses, exploring the health care system and the legal-ethical, sociopolitical, cultural, and professional issues influencing contemporary nursing.
Prerequisite: All nursing courses except current corequisite. *Corequisite:* Nursing 450 or Nursing 460.

460. Practicum for Registered Nurses. (2 hrs. class per week, 120 total hours clinical practice) (6) Spring.
A clinical practicum to facilitate RN transition to professional practice.
Prerequisite: All nursing courses except corequisite Nursing 452.

495. Independent Study in Nursing. (Variable) (On demand)
For students meeting requirements, the opportunity to pursue special interests beyond those in the formal course of study.
Prerequisite: Completion of 2/3 nursing major, 3.0 GPA, and permission.

Philosophy

No major program is offered in philosophy. Please see the section on Religion.

149. Introduction to Philosophy. (5)
A survey of the major fields of thought involving those principles which are basic in the making of man's culture and history.

301. History of Philosophy I. (5)
A historical survey of Greek, Roman, and Medieval philosophy.

302. History of Philosophy II. (5)
A historical survey of the philosophies of the Renaissance, the Enlightenment, and modern times.

303. History of Philosophy III. (5)
A study of some contemporary movements in philosophy.

310. Elementary Logic. (5)
Introduction to the logic of propositions with attention to the structure and evaluation of informal arguments. The rhetoric of persuasion and its use of logic and emotions will also be examined.

366. Philosophy of Religion. (5) Spring, 1996.
An investigation of the persistent problems of mankind in philosophy and religion.

451. Selected Topics in Philosophy. (5)
A seminar course on a major subject of concern in philosophy based on individual research and assigned readings.

Physics

Introduction

The physics curriculum at LaGrange College serves two basic purposes:

1) an introduction to the physical sciences, oriented towards developing problem solving and reasoning skills suitable for the general requirements of the college.
2) support courses for programs in mathematics, chemistry, biology, computer science, dual-degree in engineering, pre-medicine, pharmacy and education.

Course Descriptions

101. Introductory Physics I. (4 hrs. lec., 2 hrs. lab per week) (5) Fall.
A noncalculus-based introduction to elementary kinematics, dynamics, energy, momentum, fluids, and mechanical waves.
Prerequisite: MTH 105.

102. Introductory Physics II. (4 hrs. lec., 2 hrs. lab per week) (5) Winter.
A continuation of 101 and is an introduction to electric charge, Coulomb's Law, electric and magnetic fields, and thermodynamics. Lab introduces the student to electronics.
Prerequisite: PHY 101.

103. Introductory Physics III. (4 hrs. lec., 2 hrs. lab per week) Spring.
A continuation of Physics 102, providing an introduction to geometric and wave optics, special relativity and quantum physics.
Prerequisite: PHY 102.

121. General Physics I. (4 hrs. lec., 2 hrs. lab per week) (5) Fall.
A calculus-based introduction to particle dynamics, energy and momentum conservation, and rotational dynamics, and hydrostatics.
Prerequisite: MTH 123.

122. General Physics II. (4 hrs. lec., 2 hrs. lab per week) (5) Winter.
A continuation of Physics 121 covering electricity and magnetism, heat and thermodynamics, and simple circuits. Lab introduces the students to electronics.
Prerequisites: PHY 121, MTH 124.

123. General Physics III. (4 hrs. lec., 2 hrs. lab per week) Spring.
A continuation of Physics 122, providing an introduction to geometric and wave optics, special relativity and quantum physics.
Prerequisite: PHY 122.

210. Modern Electronics Lab. (2) (On demand)
A "hands-on" approach to electronics designed to provide experience of use to students in the sciences. Topics include diodes, transistors, and basic applications of these circuit elements.
Prerequisites: PHY 102 or PHY 122.

Political Science

Introduction

The political science program offers liberal arts students an opportunity to develop their capacity to analyze and interpret the significance of political events and governmental processes. Students majoring in political science are prepared for careers in fields such as law, business, public administration, teaching, criminal justice, and journalism.

Objectives

Students majoring in political science at LaGrange College will acquire basic knowledge of these areas:

1. The values, processes, and institutions that affect collective decision-making and contemporary politics in the United States.
2. The comparative analysis of the values, processes, and institutions that affect collective decision-making and contemporary politics in the United States and other countries.
3. The relations between and among states, especially those affecting international conflict and international cooperation.
4. The ethical dimensions of public policy issues, political practices, and constitutional and legal questions.

Students majoring in political science at LaGrange College will also acquire the basic skills necessary to comprehend and perform modern political analysis. These include:

1. Ability to analyze the foundations of and differences between normative and empirical inquiry.
2. Knowledge of the basic elements of research design and methods in normative, empirical, and historical studies of politics.
3. Knowledge of basic data management and analysis and of the use of computers in political research.
4. Ability to convey findings in both written and oral presentations.

Course of Study

The program in political science offers both a major and minor course of study in political science. The program's major requires a mix of both general education and department courses. Those planning to pursue a major in political science are encouraged to declare so by the beginning of the second quarter of their sophomore year.

For a Major in Political Science.

1. Demand Sequence from the General Education Curriculum

   Political Science 101 United States Government
   Economics 101 Contemporary Economic Issues

Those intending to major in political science must complete Political Science 101 before attempting any courses in the program demand sequence. Potential majors are encouraged to select a second history sequence beyond general requirements (either History 101 and 102 or History 111 and 112), Economics 201 or 203, Psychology 149, or Sociology 146 to fulfill their general education requirements.
Total demand hours: 10

2. Demand Sequence from the Program in Political Science

   Political Science 301 Research Methods in Political Science
   Political Science 210 Comparative Politics
   Political Science 220 International Politics
   Political Science 451 Selected Topics in Political Science

Majors must also complete an additional thirty (30) hours of elective courses chosen from the two, three, and four hundred level courses listed for the program in this catalog.
Total demand hours: 50

For a Minor in Political Science

A minor in political science may be earned by taking thirty (30) hours of elective courses approved by the program faculty. Students minoring in political science must take Political Science 101. At least fifteen (15) hours of the elective courses must be in 300-level courses.

Assessment of Objectives

Assessment of the objectives of the program in political science is based on successful completion of each major course with a grade of C or better and successful completion of Political Science 451: Selected Topics in Political Science. To enroll in Political Science 451, students must have completed Political Science 101, 210, 220, 301 and an additional fifteen (15) hours of elective courses in the program demand sequence or have received the permission of program faculty and the chairman of the department.

Special Opportunities

The program in political science supervises a variety of internships in local, state, and national government. Students interested in pursuing one of these opportunities should consult with the program faculty.

Students wishing to combine studies of political science and criminal justice may easily pursue a minor course of study in criminal justice. The faculty of the two programs should be consulted to insure that requirements for both will be met.

Course Offerings

101. United States Government. (5)
An introduction to political science through an analysis of the political system of the United States. Topics considered include: basic concepts of political science, federalism, civil liberties and civil rights, basic governmental institutions, elections and public opinion, political parties and groups, and domestic and foreign public policy.

200. Introduction to Political Science. (5)
An introductory course which focuses on the nature of the discipline of political science and which deals with the ways political scientists study politics through an overview of the major topics of the discipline.

210. Comparative Politics. (5)
An introduction to comparative analysis of political systems. Topics considered include: basic concepts of comparative theory, modern history of politics in developed and developing areas, the interaction of political and economic factors in developed and developing areas, politics and state institutions in selected countries, and comparative aspects of domestic and foreign public policy.

220. International Politics. (5)
Examines issues related to how nation-states interact in the global system. Topics considered include: war and power, economic and social interdependence, and problems specifically associated with developing nations.

301. Research Methods in Political Science.
A study of basic social science research methods as applied in political science. Topics considered include: research design and data collection; measurement and causality; fitting models to data with various methods; graphic analysis; and the use of statistical software.

302. Social Change. (5)
An examination of the processes determining social change. (See also Sociology 302.)

308. American Diplomatic History. (5) Winter, 1988.
An emphasis upon the procedure for developing foreign policy as well as diplomatic history. (See also History 308.)

309. Public Administration. (5)
An introduction to public administration in the United States. (See also Sociology 309.)

310. Constitutional History of the United States to the Present. (5) Fall, 1997.
An analysis of fundamental constitutional development from 1776 to the present. (See also History 310.)
Prerequisite: History 111-112.

320. States and Politics in Developing Areas. (5)
A comparative study of the political systems of developing societies. Topics considered include: basic comparative theory; modern history of developing societies; political systems of selected states; and the interaction of political and economic factors in developing societies.
Prerequisite: PSC 210 or consent of instructor.

321. Special Problems in Political Science. (5)
Examines issues related to political science. Topics may include: war and politics, human rights, and international cooperation.

325. International Economics. (5)
A study of the different theories of international trade and evaluation of the effects of regional economic integration and restrictions to world trade. An examination of the mechanisms of international payments, the foreign exchange markets and balance of payments adjustments under different exchange rate systems.
Prerequisite: ECO 201, 203, or consent of instructor.

330. American Judicial Institutions. (5)
A study of the judicial institutions of the United States. Topics considered include: the structure and powers of national and state courts, judicial procedure, judicial politics, court administration, and policy formation by judicial institutions.
Prerequisite: PSC 101, or consent of instructor.

332. Public Finance. (5)
Analysis of the impact of governmental expenditures, taxation and credit upon production and the distribution of income. Examination of the structures of the federal, state and local tax systems.
Prerequisites: ECO 201, 203, or consent of instructor.

340. Themes in Political Philosophy. (5)
An introduction to the basic ideas of political philosophy. Topics considered include: the social and historical context of political theory; the development of major ideas in political philosophy; critical analysis of important works; and the relation of political theory to contemporary politics.

342. Government and Business. (5)
A study of the interrelationships between the public and private sectors — the relationship between government and business, between government and labor, and government and agriculture. An examination of the reasons for, and the development of legislation, and case law relating to the relationship between the public and private sectors. A study of the rise of administrative law, and the regulatory agencies.
Prerequisites: ECO 201, 203, or consent of instructor.

350. State and Local Government. (5)
A comparative analysis of state and local governments in the United States. Topics considered include: basic concepts of political science, federalism, state constitutions, elections and public opinion in states and localities, state and local political parties and interest groups, basic governmental institutions in states and localities, and analysis of aspects of state and local public policy.

378. European Diplomatic History: 1890 to the Present. (5)
A detailed examination of European international relations from the end of the Bismarckian political system to the present. (See also History 378.)

400. Political Science Internship. (5-15)
Available to selected students to provide an opportunity to work in a governmental agency or setting.

451. Selected Topics in Political Science. (5)
A seminar course on a major subject of national or international concern based on individual research and assigned readings.

Psychology

INTRODUCTION

The goal of this department is to acquaint the student with basic principles of behavior and the research methods necessary to understand them.

OBJECTIVES

A student who graduates from LaGrange College with a major in psychology will:

1. recognize the importance of an EMPIRICAL approach in attempting to understand behavior.
2. be familiar with the concepts, terms, and explanatory principles characteristic major psychological theorists and be able to evaluate them critically through application of the principles of logico-empirical science.
3. be able to identify and discuss examples of the major "types" of learning, to wit: classical, operant, observational, information processing.
4. be familiar with generalizations regarding physiological correlates of behavior.
5. be familiar with the major historical developments in psychology.
6. be familiar with the terminology of the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM IV).
7. be familiar with the different theoretical approaches (including the psychoanalytic, the humanistic, and social learning-behavioral) in the description, etiology, and therapy of behavioral disorders listed in DSM IV.
8. be able to list and discuss the various objective and projective personality assessment techniques and various rating scales including the Rorschach and Holtzman inkblots, the Thematic Apperception Test, the MMPI, the Q-sort, and the 16-PF.
9. recognize the basic philosophical (e.g., What is personality?) and methodological issues (e.g., how do we quantify and measure personality) in psychological research.
10. be familiar with the sections of an APA style research report including the kinds of information typically found in each.
11. be familiar with the standard procedures for summarizing data, including the construction of frequency tables, the calculation of measures of central tendency (means, medians, and modes), calculation of measures of dispersion (range, variance, and standard deviation), and correlation coefficients.
12. be familiar with the logic of hypothesis testing including the statement of research and statistical hypothesis, the notion of Type I and

Type II errors, the power and efficiency of a statistical test, and the major inferential techniques used in psychology (especially t tests, analysis of variance, and chi-square).

13. recognize the concepts and principles of psychology as exemplified in everyday situations.

A major in psychology consists of 60 quarter hours (12 courses) beyond the introductory course (PSY 149). Forty of these hours come from the categories below.

Methods (Both Required — See Note 1 Below)
PSY 298, PSY 299

Experimental Content (Select Two)
PSY 455, PSY 465, PSY 470

Social/Personality/Development Content (Select Three — See Note 2 Below)
PSY 321, (PSY 202 or PSY 358), PSY 350, PSY 460

Advanced Special Topics (Required — See Note 3 Below)
PSY 480

Notes:

1. Since this department views psychology as a research based discipline, it is strongly recommended that the student complete PSY 298 and PSY 299 as soon as possible after the major is declared.
2. Students may take either PSY 202 or PSY 358 but not both to satisfy this requirement. If a student takes both, one course counts toward the 20 hours of major electives.
3. PSY 480 will be offered once per year and will involve advanced study of a specialized topic. Topics will vary from year to year.
4. PSY 149, Introduction to Psychology, is the prerequisite to all 200 level and above psychology courses. Some courses have other prerequisites.

Major Electives

An additional 20 hours of major courses will be selected by the student. A student may select any 300 or 400 level psychology course beyond those counted in the required areas. Up to three courses selected from SOC 247, SOC 300, SOC 308, and BIO 148 may be applied toward the major with the approval of the advisor.

Assessment

The accomplishment of the psychology objectives will be demonstrated by obtaining an acceptable score on the Area Concentration Achievement Test (ACAT) in psychology. Normally, this test will be given during the student's final quarter at LaGrange College.

Career Options

Students who complete the major in psychology have a wide variety of career options. Psychology is a very broad field which overlaps many different areas. Some of the jobs taken by recent psychology graduates include management and supervisory positions in business and industry and positions in community and state service agencies. A psychology major also serves as good preparation for advanced study in law, social science, counseling, and psychology.

Miscellaneous

No course with a grade below C may be applied toward a psychology major.

It is strongly recommended that a student majoring in psychology complete the Biology 148, 149 sequence or the Biology 101, 102 sequence to satisfy the science portion of the general requirements.

Course Descriptions

149. Introduction to Psychology. (5) Fall, Winter, Spring.
A survey of major topics in psychology including basic neuroanatomy, motivation, learning, perception, personality and abnormal behavior.
Prerequisite to all 200- 300- and 400-level psychology courses.

202. Human Growth and Development. (5) Fall, Winter, Spring.
A study of normal life beginning with conception. Important developmental phenomena are considered in the light of major theories of development.

298. Behavioral Statistics. (5) Fall.
Introduction to the measurement of behavior and quantitative methods of data analysis. An emphasis on parametric statistics and their application to the behavioral sciences.

299. Research Methods. (4 hrs. lec., 2 hrs. lab per week) (5) Winter.
A survey of various types of research design, including the strengths and weaknesses of each. The laboratory includes practice in designing and conducting experiments, as well as analysis and reporting of results.
Prerequisite: Psychology 298 or consent of professor.

304. Educational Psychology. (5) Fall, Spring.
Application of psychological principles and research to the teaching/learning process. Major topics include behavioral and cognitive approaches to learning, classroom management, and test construction and interpretation.

321. Social Psychology. (5) Fall.
A course dealing with behavior as affected by social influences. Major topics include social perception, social communication (verbal and nonverbal), altruism, attitudes, aggression, and prejudice. Also, applied areas such as forensic psychology are considered.

330. History and Systems of Psychology. (5) (On demand)
A study of the historical background of psychology, with emphasis upon the major schools of thought.

341. Human Sexuality. (5) (On demand)
A research based study of the important issues in human relationships and sexuality.

350. Abnormal Psychology. (5) Fall, Spring.
A survey of the causes, characteristics, current theories, and treatments of deviant behavior.

351. Introduction to Counseling. (5) Winter.
An introduction to counseling approaches, methods, and assessment techniques. Emphasis is placed on individual counseling.
Prerequisite: PSY 298 or consent of professor.

356. Microcomputer Applications in the Behavioral Sciences. (5) (On demand)
A study of the use of microcomputers with special emphasis on specific software programs including data-base management, spread-sheets, word-processing, and statistical packages for the behavioral scientist.
Prerequisite: CSC 163 or consent of professor.

357. Psychology of Religion. (5) (On demand)
Psychological interpretation of religious experience and growth.

358. Psychology of Aging. (5) Winter.
Human aging is examined from physiological (e.g., sensory and cardiovascular changes), psychological (e.g., memory and intellectual changes), and sociological (e.g., adjusting to retirement) perspectives. Also, death and disorders associated with aging such as Alzheimer's Disease are explored.

380. Special Topics in Psychology. (On demand)
A course offered at the sophomore/junior level focusing on a specialized topic from the field of psychology.

400. Individual Research. (On demand)
The student will conduct a research project on a topic which is psychological in nature. The work will proceed from a literature review through research design, data collection and analysis. The result will be a research report written in APA style.
Prerequisites: PSY 298 and consent of professor.

455. Cognitive Psychology. (5) (On demand)
An information processing analysis of topics in perception, thinking, learning, and memory.

460. Psychology of Personality. (5) Winter.
A critical study of major personality theories, principles and instruments of assessments, and relevant empirical research.
Prerequisites: PSY 298 and PSY 299 or consent of professor.

465. Physiological Psychology. (5) (On demand)
Neuroanatomy and neurophysiology will be explored and will provide a foundation for examining biological aspects of various behaviors (e.g., sensory processes, sleep, sexual behavior). Also, the psychopharmacology of selected drugs and genetic influences on behavior will be considered.

470. Psychology of Learning. (5) Spring.
A survey of principles, research findings, and applications of classical, operant, and observational learning.

Prerequisites: PSY 298 and PSY 299 or consent of professor.

480. Special Topics in Psychology. (On demand)
A course offered at the junior/senior level focusing on a specialized topic from the field of psychology. A prerequisite may be required.

Religion

Courses in religion have a twofold purpose: to afford students the opportunity to study and investigate the role of religion in human experience; and to provide, for those interested, a basis for further study and for selection of positions in church-related vocations. Students with a major in religion can enter a variety of fields. The Department is aware of the increasing demand that pre-theological students be prepared to enter seminary at the graduate level in their studies and at the same time have a broad cultural orientation.

The major comprises four areas: I. Biblical Studies; II. Historical Studies; III. Ethics and Theological Studies; IV. Philosophy. Students will take a minimum of ten hours in areas I, II and III and a minimum of five hours in area IV.

I. Biblical Studies: Minimum requirement is one elective in OT and one elective in NT. Courses include: 303-305, 312, 313-315.
II. Historical Studies: 320-321, 324, 344, 360
III. Ethics and Theological Studies: 102, 323, 329, 342, 343
IV. Philosophy

CHRISTIAN EDUCATION

Students earning a degree in Christian Education are expected to understand the principles of Christian Education including objectives and teaching methods related to their particular concentration, Christian personality development, and to have a biblical and historical foundation in the Christian faith.

The major in Christian Education is undergoing evaluation and changes are likely. The major includes the 35 hours in areas I-IV with the addition of: 330, 331, 335 and 490-491. (a total of 62 hours in addition to 101)

RELIGION

Students earning a degree in Religion are expected to have mastered basic historical data pertaining to the Old Testament, the New Testament, and the Church; to be familiar with basic issues in contemporary Christian thought; and to be aware of the methods and concerns of Christian ethics.

The major will consist of 60 hours of course work with 101 as the prerequisite: 65 total. In addition a minimum of 20 hours should be taken in other disciplines (as approved by the department Chair and/or advisor).

Course Descriptions

101. The Story of Israel and Early Christianity. (5) Fall, Winter, Spring.
A study of the foundational narratives of Israel and the early church through reading selected texts from the Hebrew Scriptures and the New Testament. Some emphasis will be given to the influence of those narratives on the institutions and thought of western civilization.

102. Christian Ethics. (5) (On demand)
A study of ethical issues from the Christian perspective.

103. Old Testament Survey. (5) (On demand)
A survey of the history and literature of the ancient Hebrew people. Should be taken before Religion 104.

104. New Testament Survey. (5) (On demand)
Introduction to the New Testament through an examination of its historical setting and content, and the significant contributions it has made.

110. Religious Dimensions of Human Behavior. (5) (On demand)
A study of the religious element in human experiences with a special emphasis on Christian faith and life.

160. World Religions. (5) (On demand)
A study of the literature and teachings of the great living religions and a comparison of the non-Christian faiths with Christianity.

199. Summer Study-Travel Seminar. (2-10) (On demand)
Section A — Biblical Studies: a study of archaeology, biblical history, biblical literature, and modern Israeli culture, to be considered in conjunction with a work program on a kibbutz in Israel.
Section B — Church History: a study of church history, to be combined with a three-week visit to European centers related to that history.
Section C — Missions: participation in the program of an established mission which will incorporate work on station and lectures pertaining to the work of that specific area.

303. Torah (Law). (5)
A detailed study of the first five books of the Old Testament.

304. Neviim (Prophets). (5)
A detailed study of prophetic movements in Israel and of the individual prophets, their historical background, lives, messages, and contributions to the religious life of Israel.

305. Ketuvin (Writings). (5)
An examination of wisdom, apocalyptic and poetic literature of the Old Testament.

310. Introduction to Biblical Greek I. (5) Fall, 1994.
A beginning course designed to teach the fundamentals of Biblical Greek.

311. Introduction to Biblical Greek II. (5) Winter, 1994.
A continuation of REL 301.

312. Readings in New Testament Greek. (5)
A continuation of Religion 311. Selected readings from New Testament texts with some attention to developing topics in intermediate Greek grammar.

313. Life and Teachings of Jesus. (5) Fall, 1994.
A study of the message of Jesus within the context of the synoptic gospels and its application to contemporary society.

314. Apostolic Age. (5) Fall, 1995.
An examination of the origin and expansion of the early Christian church, with studies in the Epistles and the Acts of the Apostles.

315. Gospels. (5) May be repeated once.
An examination of one of the four canonical gospels with emphasis on historical context, history of interpretation, and modern appropriations of the text.

320. Church History I. (5) Winter, 1996.
A survey of the history of the Christian Church from the close of the Apostolic Age to the end of the Middle Ages.

321. Church History II. (5) Spring, 1996.
A history of the Christian church from the reformation era to the modern period.

323. Methodism. (5) Winter, 1995.
A survey of the history and thought of Methodism.

324. A History of Christian Political Thought. (5)
A study of the impact of Christian theorists and the institutions of the Church on the development of political theory in the West.

329. Contemporary Christian Thought. (5) Spring, 1995.
A survey of the development of Christian thought, with particular attention to the nineteenth and twentieth centuries.

330. Introduction to Christian Education. (5) Fall, 1994.
An examination of goals, methods, and techniques used in the church-school educational program.

331. Methods in Christian Education. (5)
A study and application of methods in Christian Education for children, youth and adults.

334. Worship and Preaching. (5)
An examination of worship and preaching in the church as a historical and a contemporary experience. Students will construct and critique sermons.

335. Curriculum in Christian Education. (2) Winter, 1996.
A study of the various curricula used in the educational programs of the church.

342. Biomedical Ethics. (5)
A study of the ethical issues raised by the practice of nursing, medicine, and biomedical research. Issues will be addressed from the perspectives of both commonly held cultural values and values specific to Christianity.

343. Ethics of Human Sexuality and Marriage. (5)
A study of moral issues related to sexuality, gender roles, and family life. Topics will vary per offering, but may include the meaning and purposes of sexuality, pre- and extra-marital sexuality, homosexuality, the changing shape of gender roles, abortion, and varieties of family structure.

344. Race and Religion in America. (5)
This course will examine the role that religion played and continues to play in American race relations and racial identities. The course will emphasize the history and the theorists of the civil rights contemporary era.

350. Sociology of Religion. (5)
A sociological analysis of the interplay between religion and culture. (Course is also listed as Sociology 305.)

451. Selected Topics in Religion.
A seminar course on a major subject of concern based on individual research and assigned readings.

490. Seminar. (5) Fall, Winter, Spring.
A study of issues confronting those participating in a local church setting. Required of all students in the Internship.

491. Internship. (10) Fall, Winter, Spring.
Supervised participation in the local church setting.

Sociology/Social Work

The primary objective of the social work program is to provide students with knowledge and skills necessary for employment in social service agencies as well as preparation for graduate education. The curriculum is designed to increase the student's awareness of the structure and functioning of society and the individual's role in our changing world. In addition to theoretical knowledge, the student is given the opportunity for practical application of his/her education, working under supervision in a variety of community-based social agencies.

Students completing majors in social work will have a fundamental knowledge of the role of social work in dealing with behavioral problems and will have demonstrated the ability to apply this knowledge in a practical work experience setting.

A concentration in criminal justice within the B.A. Social Work program may be obtained. In addition to social work skills, students electing this option will have demonstrated a basic theoretical and practical understanding of the criminal justice system.

Course Requirements for the major in social work are:

Sociology 146, 247, 253, 300, 301, 490A and 490B	40 hours
Psychology 149, 202, 321, and 350	20 hours
Mathematics 114, Mathematics 316, or Psychology 298	5 hours
Five additional hours in sociology or criminal justice to be chosen by the student in consultation with the adviser	5 hours
Total	70 hours

Students electing the criminal justice concentration must satisfy all social work requirements plus forty hours in criminal justice. For course descriptions in criminal justice, see that section of this Bulletin.

The accomplishment of the social work major objectives will be demonstrated by the following:

1. Satisfaction of all course requirements including supervised practicum.
2. (A) A score of 75% or better on the State of Georgia Merit System Exam in one of the following areas:
   1. Senior Caseworker
   2. Behavior Technician
   3. Court Service Worker
   4. Probation/Parole Officer

   OR

   (B) An interview with an examination by a panel of social work/criminal justice administrators.

   OR

   (C) An acceptable score on a test administered by the department. Normally, this test will be given during the student's final quarter at LaGrange College.

Students who complete the social work major have career options that include the following:

1. Social Services
2. Mental Health Services
3. Youth Services
4. Correction Services

The Criminal Justice concentration opens career option in law enforcement and probation/parole.

Course Descriptions

146. Introduction to Sociology. (5) Fall, Winter, Spring.
An introduction to the scientific study of the structure and dynamics of human society. *A prerequisite to all 300-level sociology courses.*

148. Introduction to Anthropology. (5) Fall, Winter.
A general introduction to physical and cultural anthropology.

247. The Family. (5) Fall, Winter, Spring.
An analysis of contemporary marriage and family experiences.

253. Social Problems. (5) Winter.
A study of selected social problems in American society which are related to deviant behavior, value conflict, or social disorganization.

300. Introduction to Social Welfare and Social Work. (5) Fall.
A history of social welfare policy development and the role of social work in the United States. Emphasis upon casework, group work, and community organization as practiced in social work settings.

301. Social Theory. (5) Fall.
An analysis of the development, convergence and utilization of sociological theories.

302. Social Change. (5) (On demand)
An examination of the processes determining social change.

305. Sociology of Religion. (5) (On demand)
A sociological analysis of the interplay between religion and culture.

306. Juvenile Delinquency. (5) Winter.
An analysis of the nature and causes of juvenile delinquency and an evaluation of treatment or preventive programs in this area of behavior.

307. Criminology. (5) Spring.
A study of criminal behavior and its treatment. An overview of treatment of the offender by means of imprisonment, probation, and parole.

308. Cultural and Social Anthropology. (5) Spring.
A study of comparative cultures and social structures with special emphasis upon the ethnography of primitive people.

309. Public Administration. (5) (On demand)
An introduction to public administration in the United States.

311. Introduction to Outdoor Therapy Methods I. (3) (On demand)
To provide a solid foundation in the area of outdoor therapy, including theory and practice. Course will require off-campus trips lasting from one day to a full weekend.

312. Introduction to Outdoor Therapy Methods II. (3) (On demand)
A continuation of SOC 311.
Prerequisite: SOC 311.

315. Social Work Methods. (3) Fall.
A focus on social work methods emphasizing case work and group work as practiced in social service settings. (Offered concurrently with SOC 300, restricted to BSN students).

490A. Seminar in Social Work Methods. (5) Winter, Spring.
Individual and group study of methods of social work practice-casework, group work and community organization. To be taken concurrently with 490B.

490B. Field Placement in a Social Service Setting. (10) Winter, Spring.
Directed observation and participation in social service/criminal justice practice. To be taken concurrently with 490A.

Speech

INTRODUCTION

Communicating effectively in the oral tradition is a hallmark of a well-educated person. Many courses at LaGrange College emphasize the development of this skill. There is one course required of all students that begins this process.

Course Description

105. Speech Fundamentals. **(3)** Fall, Winter, Spring.
A course emphasizing development of organizational and delivery skills through individual speaking exercises in a variety of formats including informative, demonstrative and persuasive.

Theatre Arts

INTRODUCTION

The Department of Theatre Arts offers a pre-professional training program emphasizing the practical aspects of theatre and the importance of process. It is the belief of the faculty that the training process must simulate the "real world" of theatre. With the belief that theatre is both an art form and a business, the curriculum provides a strong undergraduate foundation in theatre performance, design/production, and literature. Classroom instruction is enhanced through practical experiences in the form of fully staged productions each quarter. Students may also participate in the department's Summer Repertory Company, an intensive program in acting, technical theatre, stage management, and other production areas.

Offering a B.A. in Theatre Arts, majors are required to complete a 52 hour flexible core curriculum designed to allow students to create a generalist, performance, or design/production emphasis. In addition, 20 hours of electives are required in theatre.

OBJECTIVES

The following objectives are established as a basis for the training program in Theatre Arts. Upon application for graduation, the Theatre Arts major will be expected to:

1) have an understanding of the basic theoretical and evolutionary concepts behind each of the three major divisions within the discipline: performance, design/production, and literature.
2) have an artistic vocabulary, especially in their specific area of concentration.
3) have the technical knowledge pertaining to the student's chosen area of concentration, but not limited to it.
4) demonstrate an understanding of auditioning (actors) and or portfolio presentation (designers/technicians) through a juried presentation.
5) be knowledgeable of various unions within the entertainment industry, including but not limited to, Actors' Equity Association (AEA), United Scenic Artists (USA), and the Screen Actors Guild (SAG).
6) be knowledgeable of viable avenues of employment and sources noting such information.
7) have an understanding of opportunities for graduate studies and employment in theatre and the performing arts.

GRADUATION REQUIREMENTS FOR THE THEATRE ARTS MAJOR

A student graduating with a major in Theatre Arts must meet all of the following criteria:

a. Satisfactory completion of all degree requirements as outlined in the catalogue.
b. A minimum score of 70% on the Departmental Assessment Test, to be administered prior to a student filing a petition to graduate. This D.A.T. may be repeated as necessary.
c. Quarterly participation in all departmental production activities, including auditions, set and costume construction, production crews and production strikes.*
d. Attendance at all scheduled departmental meetings and activities.*

***Student progress towards the above requirements will be evaluated by the faculty each spring. Recommendations will be forwarded to the student. Departmental policies concerning student progress are outlined in the Theatre Arts Policy and Procedure manual.**

ADMISSION TO THEATRE ARTS MAJOR

In order to be admitted and to continue as a Theatre Arts major, a student must meet the following criteria:

A. Overall GPA of 2.25 or better
B. Writing proficiency — a grade of C or better in English 101, 102 and 103
C. Oral or Theatrical Proficiency — a grade of C or better in either SPC 105 or THA 110
D. Past Participation in Dept. production — recommendation of supervising theatre faculty member; transfer students: provide recommendation from previous theatre professor
E. Prognosis for Success: an evaluation during SPC 105 or THA 110 pertinent to:
   1) attendance
   2) attitude
   3) cooperation
   4) oral and written skills
   5) enthusiasm and dedication to theater

A student that has not met all of the above criteria may be admitted provisionally. The student admitted provisionally has two quarters in which to meet all criteria.

REQUIREMENTS FOR MAJOR:

A total of 72 quarter hours are required for the Theatre Arts major.

Core Requirements (37 hrs):

THA 102 Drama Survey II	5 hrs.
THA 110 Essentials of Theatre	5 hrs.
THA 180 Stagecraft	5 hrs.
THA 184 Acting I	5 hrs.
THA 190 Theatre History	5 hrs.
THA 286 Makeup for the Stage	2 hrs.
THA 330 Analysis of Drama	5 hrs.
THA 370 Fundamentals of Directing	5 hrs.

Core Option — Three of the following (15 hrs):

THA 451 Auditioning	5 hrs.
THA 351 Advanced Acting	5 hrs.
THA 360 Principles of Theatrical Design	5 hrs.
THA 381 Principles of Lighting Design	5 hrs.
THA 420 Theatre Management	5 hrs.
Electives	20 hrs.
Total	72 hrs.

Note: THA 101 Drama Survey I taken as general education fine arts requirement.

REQUIREMENTS FOR THE THEATRE ARTS MINOR

THA 110 Essentials of Theatre	5 hrs.
THA 180 Stagecraft	5 hrs.
THA 184 Acting I	5 hrs.
THA 190 Theatre History	5 hrs.
Theatre Electives*	10 hrs.
Total	30 hrs.

Course Descriptions

101. Drama Survey I. (5)
A survey of Western theatre from its beginning in Hellenistic Greece to the rise of Realism. Selected plays will be read and discussed in terms of their theatrical importance and their interaction with the societies in which they were written.

102. Drama Survey II. (5)
A survey of Western theatre from the rise of Realism through contemporary drama. Selected plays will be read and discussed in terms of their theatrical importance and their interaction with the societies in which they were written.

Drama Survey II may be taken independently of Drama Survey I.

110. Essentials of the Theatre. (5)
A course designed to introduce the student to the various aspects of the theatre. Topics include acting, directing, design, production, and dramatic structure.

180. Stagecraft. (5)
A course designed to acquaint the student with the theories and techniques of stage scenery, properties, and stage lighting. Students will be expected to participate in the mounting of a departmental production.

184. Acting I. (5)
A course designed to introduce the fundamental techniques and principles of acting for the stage. Students will work on both the physical and psychological aspects of acting.

190. Theatre History. (5)
A survey of the development of theatre from its beginnings to the modern period.

272. Creative Dramatics. (5)
A course which introduces the student to an improvisational, nonexhibitional, process-centered form of drama designed to promote personal growth and educational development in young children. This course will combine workshop experiences with practical classroom opportunities. *Recommended for early childhood and primary education majors.*

283. Stage Management and Play Production. (2)
A course designed to provide the student with an introduction to, and basic training in, the areas of stage management and play production. The course includes discussion of management and production theory and practical exercises.

285. Theatre Practicum. (1)
A course designed to provide opportunities for participation in various aspects of dramatic production including acting, scenery and costume construction, lights, box office, promotion, and house management. (May be repeated four times for credit.)
Prerequisite: Consent of instructor.

286. Makeup for the Stage. (2)
A study in the theories and application of stage makeup. Topics may include corrective, old age, and character makeup, as well as prosthetics.

300-301-302. Summer Theatre Repertory Company. (15)
Prerequisite: Consent of instructor.

310. Fundamentals of Playwriting. (5) (On demand)
A course designed to stimulate critical and creative faculties through the preparation of original material for the theatre. Students will be guided in the completion of writing a one-act play.
Prerequisite: Consent of instructor.

330. Analysis of Drama. (5)
A study of the major genres of dramatic literature through the application of various interpretive models. Tragedy, comedy, and tragi-comedy will be approached from the perspective of the designer, actor, and director.

331. Oral Interpretation of Literature. (5)
A course designed to enable the student to communicate his interpretation of a literary work to an audience through the development of appropriate skills.

343. Drama in the Schools. (5) (On demand)
A course designed to provide students in the performing arts, and elementary and secondary education with leadership experience in dramatic activities designated for young audiences.

345. Musical Theatre I. (5)
A study of the development, the music, the staging, and the scripts of musical theatre.

346. Musical Theatre II. (5)
A practical study of the basic techniques of musical theatre, emphasizing stage movement and singing and acting styles. May be taken independently of Musical Theatre I.

351. Advanced Acting. (5)
A continuation of THA 184, with increased emphasis on the performer's development of techniques for characterization. The course will focus in greater detail on individual character analysis as it pertains to specific textual demands.
Prerequisite: THA 184.

360. Principles of Theatrical Design. (5)
A course that introduces the student to drawing and drafting skills in preparation for the task of design. These skills include perspective drawing with highlight and shadow, the use of color, and selected rendering materials and techniques.
Prerequisite: THA 180.

370. Fundamentals of Directing. (5)
A course designed to introduce students to the director's function in interpreting, planning, and staging a play. The course includes theoretical discussion of directing techniques as well as practical directing experiences.
Prerequisite: THA 110, 180, 184, 330 or consent of instructor.

371. Children's Theatre. (2)
A study of the theories, principles, and techniques of producing dramatizations for children. Students will be expected to participate in the staging of a theatrical production.

381. Principles of Lighting Design. (5)
This course will provide the student with a series of practical design projects related to lighting for the stage.

385. Basic Costume Design and Pattern Drafting. (5)
A course that acquaints the student with the basic skills needed to design theatrical costumes and to draft patterns for costumes.
Prerequisites: THA 110.

420. Theatre Management. (5)
An introduction to economic and administrative aspects of American theatre, especially as they apply to repertory, community, and educational organizations.

451. Auditioning. (5)
A course designed for developing audition techniques and examining guidelines for audition procedures, with emphasis on resume organization and audition material selection and performance.
Prerequisite: THA 110, 184.

470-1-2. Special Topics. (2-5 hours)
This series of courses provides the student with material not covered in courses presently offered by the department, including but not limited to, Stage Combat and Period Styles of Acting.

Prerequisite: Consent of instructor.

484. Production Seminar. (5)
A course designed to offer qualified juniors and seniors the opportunity to complete project proposals in acting, directing, design (scenic, lighting, and costume), and playwriting. All proposals must be approved by the Department Chair and are subject to scheduling and faculty supervisory commitments.

Faculty, Trustees and Administration

Faculty
SPRING 1996

David Oki Ahearn (1995)
Assistant Professor of Religion and Philosophy and Chaplain
B.A., Austin College; M.Div., Perkins Schools of Theology

Nancy Thomas Alford (1969)
Assistant Professor of Health, Physical Education and Recreation; Dean of Student Development
B.S., Georgia College at Milledgeville; M.S., University of Tennessee

Ann Clark Bailey (1959)
Associate Professor of International Studies: Language and Culture
A.B., Wake Forest College; M.A., Emory University; University of Georgia

Kim Barber (1995)
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B.S., University of Tennessee; M.F.A., University of California at Los Angeles

Mary Kathryn Bates (1984)
Associate Professor of Nursing
B.S.N., Florida Southern College; M.S.N., Georgia State University
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Catalog Librarian
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Professor of Business Administration and Economics
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Associate Professor of History
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Assistant Professor of Religion
B.A., Davidson College; M. Div., Union Theological Seminary; Ph.D., Emory University; Alliance Francaise of Paris; University of Grenoble.

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Professor of Business Administration and Economics, Acting Chair, Division of Business Administration and Economics
B.S., M.S., Virginia Polytechnic Institute; D.B.A., Indiana University

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Assistant Professor of English
B.A., Clemson University; M.Ed., LaGrange College; Ph.D., Auburn University

Sue M. Duttera (1990)
Associate Professor of Chemistry/Physics
B.S., Ph.D., Duke University

Steven Earl Edwards (1992)
Assistant Professor of Theatre Arts
B.A., Texas Wesleyan University; M.A., University of Arkansas; Ph.D., Texas Tech University

Charles H. Evans (1981)
Professor of Psychology
B.S., M.S., Ph.D., University of Georgia

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Associate Professor of History
B.A., LaSalle University; M.A., Michigan State University; Ph.D., University of Delaware

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A.S., Andrew College; B.S., Tennessee Wesleyan College; M.S.S., United States Sports Academy

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Professor of Sociology/Social Work, Assistant Dean for Evening Studies
Georgia Southwestern College; B.B.A., University of Georgia; J.D., John Marshall Law School; M.S.W., University of Georgia

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Assistant Professor of Education
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Assistant Professor of Nursing
B.S.N., University of Iowa; M.S., Georgetown University

Patrick M. Hicks (1958)
Associate Professor of Science
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Arthur M. Hicks, A.B., M.S., Ph.D. (1950-1986)
Richard Donald Jolly, B.A., M.S., Ed.D. (1961-1985)
Walter Dickinson Jones, A.B., M.A., Ph.D. (1962-1982)
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Maynard L. Reid, B.S.E., M.S.E., Ed.D. (1973-1995)
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Mildred Wright Harwell, A.B., M.B.A. (1947-1985)

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Edward A. George, B.A., M.B.A. (1977-1981)

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Julia T. Dyar (1978-1993)
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* Pat H. Holder, LaGrange Georgia	1999
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J. Smith Lanier II, West Point, Georgia	1997
Charles M. Miller, Cornelia, Georgia	1996
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Miss Margaret A. Pitts, Waverly Hall, Georgia 1998
President, Student Government Association. . . . . Ex Officio
*S. Cliff Rainey, LaGrange, Georgia 1999
*Charles W. Smith, LaGrange, Georgia. 1997
*John W. Stewart, Jr., LaGrange, Georgia 1998
J. Madison Sullivan, Americus, Georgia 1997
*L. Henderson Traylor, Jr., LaGrange, Georgia. 1998
H. Averett Walker, Albany, Georgia. 1999
George Wheelock, Birmingham, Alabama. . . . . Alumni Trustee
Almonese Brown Clifton Williams, Atlanta, Georgia. 1998
D. Randall Williamson, Avondale Estates, Georgia 1996

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Frank A. James, Vice President & Dean of the College
John C. Hurd, Faculty Representative
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B.A., LaGrange College

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B.B.A., LaGrange College; M.S., National Technological University

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Patricia L. Talley (1991) — Director of Alumni Activities
B.S., Jacksonville State University

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Minako Oki Ahearn (1996) — Director of International Student Services

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Gwenndolyn S. Dixon (1992) — Office Assistant, Director, Business Office; Resident Director

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Jan Hall (1995) — Office Manager, Admission Office

Susan A. Hancock (1975) — Secretary, Alumni Office

Cynthia D. Harvel (1994) — Counselor, Admission Office

Natalie G. Heard (1994) — Director of Institutional Relations

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Larry Thompson Jr. (1989) — Volleyball, Softball Coach
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Phillip R. Williamson (1969) — Athletic Director, Baseball Coach
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Degrees Awarded

June 8, 1996

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Bachelor of Arts

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Kerri Jean Wise
Gracie Glass Worrells
Dede Carol Wright
Thomas Jeffery Wright
Todd Andrew Wright
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Patrick James Yuran

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David G. Haindrava

Patti A. McConnell
Kim Leeann Neese
Annette N. Smith
Diana Renee Wade
Yuan Zhang

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Michelle Christian Herndon
Patrick Henri Jambe
Brandon Louis Mednick
Laura Burnett Taylor
Michelle Griffin Wood

Master of Business Administration

Loraine Denise Simpson Allen
Dawood S. Anwar
William Bismarck Bowling
Alvin Frederick Gracie
Alvin Hayne Haigler Jr.
Joseph Bryan Hall
Carole Madden Lockaby
Paul Raymond Motz
Hiroshi Mukai
Deborah Virginia Rice Parker
Vivian Elaine Smith
Phudej Vanaputi
Thomas Weisenburger

Master of Education

Wando Shane Bagley
LeRoy F. Brownell
Angelia Stephens Collins
Maray Louise Greemore Durham
James Lewis Harris
Joanie Smith Henderson
Teresa Gayle Hester
Cynthia Johnson Lukken
Dillia Hill Smith

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